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ABSTRACT

Multicultural and nonsexist assessment item banks for school use in planning and assessing of its multicultural and nonsexist education programs are provided. Questionnaires emphasizing local purposes and conditions can be developed for teacher self-assessment and for faculty, parents, students, and support staff to assess and redirect school and individual efforts in multicultural and nonsexist education. Structured interviews and faculty discussions should also be used. The item bank statements were selected from national assessment projects, universities, the Midwest Race and Sex Desegregation Assistance Center, and local school systems. Personal/professional development, awareness and sensitivity, instruction, curriculum, and parent/community relations are self-assessment categories; and leadership, parent/community relations, staff, and students are school assessment areas. The response scale provides a comparison between individual and group perceptions of "what is" a true statement and "what should be," and analysis methods calculate discrepancies. Examples of six teacher self-assessment and teacher assessment questionnaires developed from the multicultural and nonsexist assessment item banks concern education and school practices. Data analysis strategies for developing school action plans and an assessment and planning summary outline building level procedures. Eight appendices contain each item bank and teacher questionnaire. (CM)

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BUILDING LEVEL ASSESSMENT FOR MULTICULTURAL AND NONSEXIST EDUCATION

INCLUDES:

1) AN ITEM BANK OF MULTICULTURAL AND NONSEXIST EDUCATION ASSESSMENT STATEMENTS FOR LOCAL QUESTIONNAIRE DEVELOPMENT

2) EXAMPLE QUESTIONNAIRES FOR TEACHER SELF-ASSESSMENT IN MULTICULTURAL AND NONSEXIST EDUCATION

3) EXAMPLE QUESTIONNAIRES FOR TEACHER ASSESSMENT OF SCHOOL PRACTICES IN MULTICULTURAL AND NONSEXIST EDUCATION

4) DATA ANALYSIS STRATEGIES FOR DEVELOPING SCHOOL ACTION PLANS

TM 830 070

PREPARED BY

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MANHATTAN, KANSAS

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DEFINITIONS

Multicultural education, as used in this document, is defined as the educational processes which promote the understanding and appreciation of the cultural diversity of our pluralistic society by providing students with the necessary knowledge, skills and attitudes to function positively and productively within a pluralistic society. The educational programs should provide equal opportunity to all participants regardless of race, sex, age, national origin, religion, socioeconomic background or handicap.

Nonsexist education is defined as the educational processes which foster the knowledge of , and respect and appreciation for the historic and contemporary contributions of men and women in society. It also includes those educational processes that reflect the wide variety of roles open to both men and women. The educational programs should provide equal opportunity for both sexes.

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BUILDING LEVEL ASSESSMENT FOR MULTICULTURAL AND NONSEXIST EDUCATION

The purposes of this document are:

1. To identify a variety of multicultural and nonsexist assessment statements (item banks) that schools can use to develop localized questionnaires which (a) provide an opportunity for teachers to assess themselves and (b) enable some combination of faculty, parents, students and support staff to assess their school.
2. To provide recommended examples of teacher self-assessment questionnaires developed from the item banks for (a) multicultural education, (b) nonsexist education and (c) multicultural, nonsexist education.
3. To provide recommended examples of school assessment questionnaires developed from the item banks for use by faculty to assess their school's practices in (a) multicultural education, (b) nonsexist education and (c) multicultural, nonsexist education.
4. To identify a procedure for developing school building action plans to improve multicultural, nonsexist training and practice based upon the results of localized or recommended assessment questionnaires presented in this document.

The material in this document was developed to become part of a school's ongoing planning and assessment of its multicultural and nonsexist education programs. In addition, the use of structured interviews with students, faculty, support staff, parents and community, the assessment of progress made in reaching related goals and faculty discussions should also be considered in

designing an effective assessment system for multicultural and nonsexist education programs. The questionnaires developed from the item bank found in Appendix A and B can provide administrators, curriculum planners and teachers with information and insights which can be used to redirect school and individual efforts.

The statements in the multicultural and nonsexist item banks in Appendix A and B were selected from national assessment projects, professional publications, university faculty, Midwest Race and Sex Desegregation Assistance Center staff and local school systems. The sources for the assessment statements are identified by a number in parenthesis which corresponds to the numbers in the Bibliography. Some of the sources include:

1) Evaluation Guidelines For Multicultural/Multiracial Education, National Study of School Evaluation.
2) Checklist: Rate Your School For Racism and Sexism, Council on Interracial Books For Educators.
3) Human Relations: A Guide For Leadership Training In The Public Schools, U.S. Department of Justice, Community Relations Service.
4) A Handbook For Integrated Schooling, Educational Testing Service.
5) Implementing Title IX and Attaining Sex Equity, Resource Center on Sex Roles In Education.

All assessment items from the various sources were carefully screened by the Midwest Race and Sex Desegregation Assistance Center staff. Many items were rejected because of (1) lack of clarity, (2) duplication with previously selected items, (3) the promotion of poor educational practices

and (4) the use of misleading or inflammatory words and phrases. Other items were slightly modified to reflect a new nonsexist or multicultural emphasis, and some new items were developed to respond to previously unaddressed criteria.

The response scale recommended for the assessment items provides a comparison between individual or group perceptions of "What Is" and "What Should Be" using the following categories:

1) Almost Always
2) Frequently
3) Occasionally
4) Almost Never
5) Not Applicable

For example, the questionnaires appear as follows:

ASSESSMENT STATEMENTS	WHAT IS: 1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable	WHAT SHOULD BE: 1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable
1. My principal regularly works with the teaching staff to help them improve the quality of their efforts in multicultural and nonsexist education. (6)	1	2	3	4	5	1	2	3	4	5
2. My principal takes leadership in the development of school integration goals and activities. (3)	1	2	3	4	5	1	2	3	4	5

Assessment statements in the multicultural and nonsexist item banks have been organized in the following categories:

SELF ASSESSMENT	1)	Personal/Professional Development
	2)	Awareness and Sensitivity
	3)	Instruction
	4)	Curriculum: Content
	5)	Curriculum: Resources
	6)	Parent/Community Relations
SCHOOL ASSESSMENT	7)	School: Leadership
	8)	School: Parents/Community
	9)	School: Staff
	10)	School: Students

Categories 1-6 are primarily related to teacher self-assessment and categories 7-10 are for faculty assessment of school practices. However, the recommended self-assessment questionnaires also include categories 7-10 (school practices) to provide a local framework for individuals and groups using the teacher self-assessments. The recommended school assessment questionnaires are limited to categories 7-10 (school practices). However, categories 1-6 (self assessment) could be adapted for an assessment of school practices if desired.

The Multicultural Assessment Item Bank is found in Appendix A and contains 120 items. The Nonsexist Assessment Item Bank is found in Appendix B and contains 98 items. The number of assessment items found in each category of the Multicultural and Nonsexist Assessment Item Banks is reported below:

CATEGORY	ITEM BANKS Multicultural	Nonsexist
1) Personal/Professional Development	19	8
2) Awareness and Sensitivity	12	6
3) Instruction	9	23
4) Curriculum: Content	14	9
5) Curriculum: Resources	14	13
6) Parent/Community Relations	7	5
7) School: Leadership	10	5
8) School: Parents/Community	6	5
9) School: Staff	12	11
10) School: Students	17	13

The item banks can be used by local districts to guide their construction of locally-developed assessment instruments. New items can be added to the banks. These items can be modified and various combinations of categories can be emphasized for different purposes. Many of the Self-Assessment statements (categories 1-6) can be redirected (rewritten) toward the total school staff or the school to increase the number of School Assessment statements in the item banks. In addition, specialized assessment instruments can be designed for school groups - Science Teachers, Elementary Teachers, Curriculum Supervisors, counselors, etc.

Open-ended questions that provide more information also are suggested for use with questionnaires developed from the item banks. Two open-ended questions which can generate additional information are:

1) What do you see as the major strengths and weaknesses of your (or the school's) multicultural, nonsexist education program? Please list your responses.

Strengths	Weaknesses

2) What inservice training, additional resources or other assistance will you need to help you improve your (or the school's) multicultural, nonsexist education efforts? Please list your responses.

When constructing assessment instruments from the item banks, care should be taken in determining if each item is relevant to local conditions. For example, some multicultural assessment items are more appropriate to schools with minority populations than to schools with no minority populations. Moreover, the assessment items need to be reviewed and modified if parents, students or administrators complete the questionnaires.

The assessment statements in the item banks and the resultant questionnaires do not have any standardized national or regional response patterns (norms) that can be used for comparisons. That is a major reason that the comparison scale between "What Is" and "What Should Be" was selected. However, those school systems which decide to develop their own assessment questionnaire or use/modify the recommended assessment questionnaires can collect local response patterns (norms) over time which can be used for comparisons. In addition, certain items (and possibly questionnaires) might be selected to help analyze pre-test and post-test changes at the building or system level. However, it is strongly recommended that the assessment questionnaires not be used to compare School A with School B. The purpose of using the assessments for planning for improvement will be negated if comparisons between schools are made and widely discussed.

Six example questionnaires have been developed from the Multicultural and Nonsexist Assessment Item Banks for use by schools. These include the following and are found in the designated appendices:

1) Teacher Self-Assessment In Multicultural, Nonsexist Education - Appendix C
2) Teacher Self-Assessment In Multicultural Education - Appendix D
3) Teacher Self-Assessment In Nonsexist Education - Appendix E

4) Teacher Assessment Of Multicultural, Nonsexist School Practices - Appendix F

5) Teacher Assessment Of Nonsexist School Practices - Appendix G

6) Teacher Assessment Of Multicultural School Practices - Appendix H

Questionnaires 1-4 contain 50 assessment statements, and questionnaires 5-6 contain 30 assessment statements. The self-assessment questionnaires (1-3) contain 20 items that are directed toward the assessment of school practices to provide a relative framework for analyzing self-assessment items. The Teacher Assessment of Multicultural, Nonsexist School Practices questionnaire contains 10 leadership, 10 parents/community, 15 staff and 15 student assessment statements directed toward assessing school practices.

The Teacher Assessment of Multicultural,School Practices and the Teacher Assessment of Nonsexist School Practices questionnaires contain 5 leadership, 5 parents/community, 10 staff and 10 student assessment statements.

It should require a maximum 20 minutes for a group of teachers to complete any of the questionnaires. The instructions on each questionnaire ask the respondents to take their time and be fair. It is important that the teachers answering the questionnaire feel non-threatened when responding if the maximum benefit of the assessment is to be attained. This is especially true of self-assessment instruments in which respondents are asked to identify their own strengths and limitations.

Individual Analysis

Once the teachers have completed their self-assessment questionnaires they should be asked to compare their "What Is" responses for each item with their "What Should Be" responses and identify the assessment statements

which have the highest discrepancy within the Self-Assessment Categories (Categories 7-10). The discrepancy between "What Is" and "What Should Be" can be calculated numerically for each assessment statement. This is measured by ignoring all statements marked Not Applicable Responses and subtracting the numerical values assigned to the response categories in the "What Should Be" column from the numerical values in the "What Is" column. Thus, an Almost Always (1) response in the "What Should Be" column should be subtracted from an Almost Never (4) response in the "What Is" column for a difference of 3, the largest possible discrepancy. All assessment statements with a positive 2 or 3 should be listed by the teacher respondents as those assessment criteria which should be used to help develop a personal action plan to strengthen personal multicultural and nonsexist education efforts.

Group Analysis

Group data can be compiled and provided to the teacher respondents as a means of individual comparison with group responses on assessment questionnaires. This can and probably should be done for the School Practices Assessment Categories (Categories 7-10) in the Self-Assessment questionnaire, or for all items in the School Practices Assessment questionnaires. The questionnaires should be collected. The percent response rate for the group should be calculated in each response category for each item (see the following page for an example) and the questionnaires and group response rates returne to the responding teachers. It is important in this procedure to code each questionnaire with unique codes to maintain individual teacher anonymity. Since the calculation of group response rates may take a considerable amount of time for large groups, the last 4 digits of each teacher's social security number, telephone number, or other easily remembered codes are suggested. Teacher respondents can then compare their individual responses with group responses. This is especially important in identifying which self-assessment statements the teacher marked with a discrepancy appreciably different from

the group norm.

Self-Assessment questionnaires which are used to help assess teachers for group results or comparisons and the School Practices Assessment questionnaires should be administered and collected for group analysis. Although it is not necessary for group planning, it is best if the teachers can see their personal responses in comparison with the group. The data should be tabulated and reported in percent responses as follows:

ASSESSMENT STATEMENTS	WHAT IS					WHAT SHOULD BE					DISCREPANCY
	1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable	1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable	
SCHOOL: LEADERSHIP	Percent					Percent					
1. My principal regularly works with the teaching staff to help them improve the quality of their instruction in multicultural, nonsexist education. (6)	5	45	25	25	0	35	55	10	0	0	40
2. My principal and curriculum supervisors have positive attitudes towards nonsexist education. (11)	5	40	45	10	0	5	85	10	0	0	45
3. My principal deals directly and openly with women and men. (11)	0	15	45	40	0	50	40	10	0	0	75
4. My principal attempts to recruit minorities (race and sex) into areas in which they are underrepresented. (11)	30	35	25	10	0	65	10	25	0	0	10

The next stage in the group analysis process is to calculate the discrepancy between "What Is" and "What Should Be" for each item as illustrated above. This is done by subtracting the combined percentage response for Almost Always and Frequently in the "What Is" column from the combined percentage response for Almost Always and Frequently in the "What Should Be"

column. Some discrepancies will be negative and reflect a group perception that "What Is" occurs more frequently than "What Should Be."

Once the discrepancies between "What Is" and "What Should Be" have been calculated, the assessment statements should be ranked with the highest discrepancy values listed first. Assessment statements with the same calculated discrepancy should be listed (ranked) together. Do not list statements with zero or negative discrepancies. A decision might be appropriately made to list only the top 15, 20, or 25 assessment statements with positive discrepancies, depending upon the group results. This can be done since the purpose of the analysis is to identify the most significant problem areas "at this time" so that appropriate action plans can be developed to improve the situation.

A note of caution should be taken when interpreting several of the assessment statements, especially the statements in the multicultural, nonsexist assessment questionnaires. These statements frequently refer to both multicultural and nonsexist education practices, and a large discrepancy might indicate that the problem is in one, not both, of these areas. Therefore, staff input, further assessment using a single purpose questionnaire or select surveys may be needed to determine the "real" meaning of some initial teacher responses.

After the assessment statements are ranked by degree of discrepancy between "What Is" and "What Should Be", the statements should be carefully reviewed to determine if one or more patterns exist among the identified assessment statements which reflect broader problem areas. For example, several of the assessment statements may deal with leadership or counseling and reflect problem areas which need concentrated efforts for improvement. Other examples of problem areas that the ranked assessment statements might identify include:

1) Parent and Community Support

2) Staff or Student Sex/Race Bias

3) Low Staff Expectations of Students Based on Race/Sex

4) Unequal Treatment Of Staff/Students Based On Race/Sex

5) Student Segregation By Scheduling, Assignment and/or Self-Segregation

6) Segregation Within Extra-Curricular Activities

7) Classroom Desegregation Practices Reflecting Inservice Training Needs

8) Improved Intergroup Relations For Students/Staff

9) Nonsexist Career Counseling

10) Insufficient Support Material In Multicultural, Nonsexist Education

The use of staff or faculty committees (even total staff) to identify the major problem areas is highly recommended.

Developing A Plan Of Action

The ability of a group to make significant improvements based upon the problem areas identified through these assessment procedures is greatly dependent upon an analysis of those forces which hinder or help constructive change. There are forces in every situation that cause things to remain unchanged. The forces that push toward change are called driving or helping forces. The forces that resist change are called restraining or hindering forces. If change is to occur, forces must be altered so that movement can take place. In order to plan appropriate strategies for change, the forces in the situation must be clearly understood and identified. A "force" can be people, resources, attitudes, traditions, values, needs, desires, etc.

To develop a plan of action which will help improve your school's multicultural, nonsexist education program for each identified major problem area, the school staff or staff committees should identify the forces that tend to or could help improve the situation, and the forces that tend to or do hinder improvement in the situation. For example, the identified problem area of Classroom Desegregation Practices Reflecting Inservice Needs might be analyzed as follows:

PROBLEM AREA: Classroom Desegregation Practices Inservice Needs

HELPING FORCES	HINDERING FORCES
1) District Commitment To Desegregation	1) Central Scheduling Of Inservice Training
2) Technical Assistance From The Regional Desegregation Assistance Center	2) District Inservice Priorities Already Established
3) Student Team Learning - A Research Based Classroom Integration and Achievement Technique	3) Some Staff Resistance
4) Faculty Concern	4) Union Requirements For Inservice Reimbursement
5) Principal Support	5) Mobile Student Population
	6) Frequent Teacher Reassignments

Change takes place when an imbalance occurs between the sum of the helping forces and the sum of the hindering forces. An imbalance may occur through a change in the magnitude of any one force, through a change in the direction of a force or through the addition of a new force.

To develop an action plan select those helping and hindering forces which you have some possibility of altering and state specifically what will be done to change them on the Action Plan Outline on the following page.

Also consider parents, students, support staff, the media, community groups, churches, social organizations and businesses that may be sympathetic or supportive of your ideas. Think of ways in which you can develop a linkage, form a coalition or build support for what you propose to do.

ACTION PLAN

SPECIFIC OBJECTIVES	ACTIVITY/STRATEGY (IES)	PROJECTED OUTCOMES OR EVALUATIVE CRITERIA	RESPONSIBLE AGENT(S)	DATES TO BE STARTED AND COMPLETED

Assessment and Planning Summary

The following outline includes recommended steps for assessment and planning to improve multicultural and nonsexist education at the school building:

1) Principal Establishes Faculty Assessment Committee
   a) Select target audiences for assessment questionnaires, especially if different from teachers.
   b) Select or construct assessment questionnaires.
   c) Modify assessment statements (add, delete or change).
   d) Redesign assessment statements for non-teacher audiences.
   e) Committee reports assessment planning efforts to faculty.

2) Administer Assessment Questionnaires
   a) Stress importance of results.
   b) Affix teacher identification number if questionnaires are to be returned to teacher.

3) Tabulate And Handle Results
   a) Calculate percentage responses for each statement.
   b) Calculate discrepancy between "What Is" and "What Should Be".
   c) Identify need for additional surveys, interviews or group discussions to clarify ambiguous statements.

4) Report Data To Faculty And Identify Major Problem Areas Needing Improvement
   a) Group assessment statements into broader problem areas.
   b) Identify major problem areas that the faculty wants to work on at this time.

5) Faculty Or Faculty Committee Complete Force Field Analysis For Each Selected Problem Area

6) Faculty Or Faculty Committee Develop Action Plan For Each Problem Area

   a) Report results and seek further suggestions from faculty.

   b) Assign faculty responsibilities (individual and committee) to implement action plans.

   c) Report progress to faculty during year.

7) Reassess Annually

   a) Readminister key assessment statements to measure improvement.

   b) Select new problem areas for action planning.

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APPENDIX A

MULTICULTURAL ASSESSMENT ITEM BANK

ASSESSMENT STATEMENTS	WHAT IS: 1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable	WHAT SHOULD BE: 1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable
PERSONAL/PROFESSIONAL DEVELOPMENT										
1. I attend meetings, conferences, workshops and other training programs in multicultural education. (7)	1	2	3	4	5	1	2	3	4	5
2. I feel comfortable discussing racial issues with people of other races as well as my own. (4)	1	2	3	4	5	1	2	3	4	5
3. I find teaching students from various cultural backgrounds to be a satisfying experience. (6)	1	2	3	4	5	1	2	3	4	5
4. I strive to avoid expressions and actions which are offensive to members of various cultural groups. (1)	1	2	3	4	5	1	2	3	4	5
5. I listen with an open mind to students and faculty members of different cultural groups, even if their communications are initially disturbing or divergent from my own thinking. (1)	1	2	3	4	5	1	2	3	4	5
6. The district's inservice program provides information on materials and techniques that can be used to enhance multicultural education in the classroom. (7)	1	2	3	4	5	1	2	3	4	5
7. The district's multicultural inservice activities are helpful in providing information that will aid me in diagnosing the knowledge and abilities of students from different cultural backgrounds. (7)	1	2	3	4	5	1	2	3	4	5
8. The district's multicultural inservice program deals with multicultural ideas in the abstract as well as helping me examine my behavior in a multicultural setting. (7)	1	2	3	4	5	1	2	3	4	5
9. I have participated in workshops, seminars and institutes on communications in a multicultural setting. (2)	1	2	3	4	5	1	2	3	4	5
10. I read books or articles to increase my understanding of and sensitivity to the particular aspirations, needs, strengths, problems and frustrations of minorities. (1)	1	2	3	4	5	1	2	3	4	5

ASSESSMENT STATEMENTS	WHAT IS: 1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable	WHAT SHOULD BE: 1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable
11. I would like the staff of my school to be racially and culturally integrated. (6)	1	2	3	4	5	1	2	3	4	5
12. I strive to maintain personal associations which reflect racial and ethnic openness. (11)	1	2	3	4	5	1	2	3	4	5
13. I recognize racial and cultural biases in myself and in students and attempt to overcome them. (2)	1	2	3	4	5	1	2	3	4	5
14. I do my best teaching in classes that contain students of cultural backgrounds other than my own. (2)	1	2	3	4	5	1	2	3	4	5
15. I am able to identify cultural bias in my own instruction. (4)	1	2	3	4	5	1	2	3	4	5
16. I have the professional training required to work with pupils from diverse cultural backgrounds. (4)	1	2	3	4	5	1	2	3	4	5
17. I believe in the benefit of cultural pluralism in our society. (11)	1	2	3	4	5	1	2	3	4	5
18. I believe that multicultural education will foster educational equity. (11)	1	2	3	4	5	1	2	3	4	5
19. I avoid situations where there is open conflict between races. (11)	1	2	3	4	5	1	2	3	4	5
AWARENESS AND SENSITIVITY										
1. I encourage diversity of values, life styles and viewpoints, even when these run counter to my own preferences. (5)	1	2	3	4	5	1	2	3	4	5
2. I am aware of the effects of bias and discrimination on children. (4)	1	2	3	4	5	1	2	3	4	5
3. My students feel relaxed about working with pupils from different cultural backgrounds. (3)	1	2	3	4	5	1	2	3	4	5
4. I take advantage of opportunities to counteract prejudicial and stereotyped thinking. (2)	1	2	3	4	5	1	2	3	4	5

MULTICULTURAL ASSESSMENT ITEM BANK

ASSESSMENT STATEMENTS	WHAT IS: Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5	WHAT SHOULD BE: Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5
5. I take the initiative in dispelling prejudices, stereotypes and misconceptions among students. (1)	1	2	3	4	5	1	2	3	4	5
6. I am comfortable confronting statements made by other faculty that are racially or culturally biased or prejudiced. (5)	1	2	3	4	5	1	2	3	4	5
7. I am aware that group prejudices might be reinforced by homogenous or ability grouping and have taken steps to provide appropriate alternatives. (1)	1	2	3	4	5	1	2	3	4	5
8. I try to prevent any prejudiced or stereotyped thinking from unfairly influencing my discipline or evaluation of students. (1)	1	2	3	4	5	1	2	3	4	5
9. I take the initiative in discouraging or preventing patterns of informal discrimination, segregation or exclusion of minority group members from school clubs, committees, etc. (1)	1	2	3	4	5	1	2	3	4	5
10. My students feel relaxed about socializing with pupils from different cultural backgrounds. (3)	1	2	3	4	5	1	2	3	4	5
11. I recognize the need for and facilitate the arrangement of self-segregation among students at times in classrooms, extra-curricular activities and leisure periods. (5)	1	2	3	4	5	1	2	3	4	5
12. I recognize individuals within a group may not have the same values as other members of the group. (11)	1	2	3	4	5	1	2	3	4	5
INSTRUCTION										
1. I believe that my classroom conduct encourages my students to respect one another and be open and honest in their communications with me and with each other. (1)	1	2	3	4	5	1	2	3	4	5
2. I search for ways to overcome the reluctance of students to recognize and discuss racial and ethnic questions. (6)	1	2	3	4	5	1	2	3	4	5

ASSESSMENT STATEMENTS	WHAT IS:					WHAT SHOULD BE:				
	1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable	1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable
3. I use problem-solving techniques which focus on real problems in intergroup relations and have immediate relevance to the lives of the students. (1)	1	2	3	4	5	1	2	3	4	5
4. I adjust my teaching methodologies with students from different cultural backgrounds. (2)	1	2	3	4	5	1	2	3	4	5
5. I clearly demonstrate that academic expectations are equally high for students from all cultural backgrounds. (5)	1	2	3	4	5	1	2	3	4	5
6. I allow open discussion of racial conflicts in the larger society, the community and the schools. (5)	1	2	3	4	5	1	2	3	4	5
7. I allow for the learning styles of all students within my class(es). (3)	1	2	3	4	5	1	2	3	4	5
8. I believe that students of different cultures learn differently. (11)	1	2	3	4	5	1	2	3	4	5
9. My instruction demonstrates my positive values for cultural pluralism. (11)	1	2	3	4	5	1	2	3	4	5
CURRICULUM: CONTENT										
1. Where pertinent, the content in all my classes includes a focus on multicultural issues. (2)	1	2	3	4	5	1	2	3	4	5
2. Historical, cultural and intellectual contributions of minority groups are included as an integral part of my students' curriculum. (3)	1	2	3	4	5	1	2	3	4	5
3. My curriculum includes the writings and works of a wide range of cultural backgrounds. (6)	1	2	3	4	5	1	2	3	4	5
4. I design curriculum modules which relate to the multicultural population of the nation and which provide ways for all pupils to gain positive insights into cultural groups. (7)	1	2	3	4	5	1	2	3	4	5

ASSESSMENT STATEMENTS	WHAT IS: 1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable	WHAT SHOULD BE: 1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable
5. I present group differences in ways that cause students to value the multicultural character of our nation. (3)	1	2	3	4	5	1	2	3	4	5
6. I develop in students the skills and values necessary for survival in the dominant culture without denying the existence of other values equally appropriate in minority cultures. (7)	1	2	3	4	5	1	2	3	4	5
7. I allow my students to examine their own attitudes and behavior toward people from different cultural backgrounds. (3)	1	2	3	4	5	1	2	3	4	5
8. My students are encouraged to positively deal with each other's language, language dialect or expressions. (5)	1	2	3	4	5	1	2	3	4	5
9. My students are given opportunities to express, celebrate and maintain ethnic and racial differences. (3)	1	2	3	4	5	1	2	3	4	5
10. I teach how minority values differ from majority values in our society, and all values are presented as equally valid. (5)	1	2	3	4	5	1	2	3	4	5
11. I provide special opportunities for students in my classroom who are linguistically different. (11)	1	2	3	4	5	1	2	3	4	5
12. I teach about diversity between groups as well as within groups. (11)	1	2	3	4	5	1	2	3	4	5
13. I provide opportunities for students to develop decision-making skills. (11)	1	2	3	4	5	1	2	3	4	5
14. I use a multicultural approach and materials to teach basic skills. (11)	1	2	3	4	5	1	2	3	4	5

ASSESSMENT STATEMENTS	WHAT IS: Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5	WHAT SHOULD BE: Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5
CURRICULUM: RESOURCES										
1. I use the various multicultural materials available in the school library, public library, media center and other resource centers. (7)	1	2	3	4	5	1	2	3	4	5
2. I know where to obtain multicultural materials which are free of racial bias for use in my classroom. (4)	1	2	3	4	5	1	2	3	4	5
3. When ideal materials cannot be found, I have been trained to detect and to teach students to detect both overt and subtle forms of racial stereotyping. (5)	1	2	3	4	5	1	2	3	4	5
4. I redesign curriculum materials to promote a positive understanding about minority students and their cultures. (7)	1	2	3	4	5	1	2	3	4	5
5. I explain to my students how some materials have contributed to negative assumptions about minority students and their cultures, either by omission or inclusion of data which promotes a less than positive view of minorities. (7)	1	2	3	4	5	1	2	3	4	5
6. The instructional materials that I use portray various racial/ethnic groups honestly, realistically and sensitively. (3)	1	2	3	4	5	1	2	3	4	5
7. I have evaluated my textbooks to determine whether they contain fair and appropriate treatment of minority groups. (1)	1	2	3	4	5	1	2	3	4	5
8. Bulletin boards, posters, charts and other visual aids depicting cultural diversity are displayed in my classroom. (7)	1	2	3	4	5	1	2	3	4	5
9. My displays show culturally diverse people working and socializing together. (1)	1	2	3	4	5	1	2	3	4	5
10. I use magazine and newspaper articles relating to intercultural experiences and problems for classroom discussions and to enhance positive human relations. (11)	1	2	3	4	5	1	2	3	4	5

ASSESSMENT STATEMENTS	WHAT IS:					WHAT SHOULD BE:				
	1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable	1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable
11. Multicultural materials are readily available to my students in a range of interest and reading levels. (11)	1	2	3	4	5	1	2	3	4	5
12. I incorporate supplementary multicultural teaching materials into my classroom curriculum. (4)	1	2	3	4	5	1	2	3	4	5
13. The materials on minorities that I use are an integral part of each curriculum rather than attached or treated separately. (3)	1	2	3	4	5	1	2	3	4	5
14. I use parents and community members from various cultural backgrounds as classroom assistants, occupational speakers and visiting lecturers. (11)	1	2	3	4	5	1	2	3	4	5
PARENT/COMMUNITY RELATIONS										
1. I seek the assistance of the community in developing multicultural education activities. (2)	1	2	3	4	5	1	2	3	4	5
2. I have visited and familiarized myself with the families and communities from which my students come. (1)	1	2	3	4	5	1	2	3	4	5
3. I have made efforts to involve the parents or guardians of all my students in school activities. (1)	1	2	3	4	5	1	2	3	4	5
4. I have attempted to establish and maintain some meaningful contact and dialogue with the parents, guardians and community members concerning the school's educational programs. (1)	1	2	3	4	5	1	2	3	4	5
5. I seek financial assistance from community organizations and businesses to promote multicultural activities (i.e., field trips, ethnic study days, materials, etc.). (11)	1	2	3	4	5	1	2	3	4	5
6. I make efforts to insure that all parents and guests feel welcome and comfortable in my classroom and the school. (11)	1	2	3	4	5	1	2	3	4	5
7. I ask parents representing different cultural backgrounds to assist me in reinforcing basic skills in the classroom (i.e., engineers/science, business/math, food service/nutrition, etc.). (11)	1	2	3	4	5	1	2	3	4	5

MULTICULTURAL ASSESSMENT ITEM BANK

ASSESSMENT STATEMENTS	WHAT IS: 1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable	WHAT SHOULD BE: 1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable
SCHOOL: LEADERSHIP										
1. My principal regularly works with the teaching staff to help them improve the quality of their efforts in multicultural education. (6)	1	2	3	4	5	1	2	3	4	5
2. My principal takes leadership in the development of school integration goals and activities. (3)	1	2	3	4	5	1	2	3	4	5
3. My principal has positive attitudes towards multicultural education. (7)	1	2	3	4	5	1	2	3	4	5
4. My principal deals directly and openly with minority groups. (6)	1	2	3	4	5	1	2	3	4	5
5. My principal promotes good relations between minority and majority faculty members. (6)	1	2	3	4	5	1	2	3	4	5
6. The administration of my school prefers a staff composed of people from different cultural backgrounds. (6)	1	2	3	4	5	1	2	3	4	5
7. My principal provides people of different races with equal opportunity to practice their leadership skills on committees, projects and special assignments. (11)	1	2	3	4	5	1	2	3	4	5
8. The principal is open to suggestions from staff members of different cultural backgrounds. (11)	1	2	3	4	5	1	2	3	4	5
9. My principal attempts recruiting under-represented minorities as new staff members. (11)	1	2	3	4	5	1	2	3	4	5
10. My principal promotes educational policies and practices which promote good relations between students of different cultural backgrounds. (11)	1	2	3	4	5	1	2	3	4	5
SCHOOL: PARENTS/COMMUNITY										
1. Efforts are made by my school's staff to make sure that all parents feel welcome and comfortable at the school. (3)	1	2	3	4	5	1	2	3	4	5

ASSESSMENT STATEMENTS	WHAT IS: Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5	WHAT SHOULD BE: Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5
2. My school provides the community with current information about its multicultural education programs. (2)	1	2	3	4	5	1	2	3	4	5
3. I think the community my school serves wants the school to foster and achieve cultural pluralism. (6)	1	2	3	4	5	1	2	3	4	5
4. My school's parent organization has a membership representative of the students' cultural backgrounds. (8)	1	2	3	4	5	1	2	3	4	5
5. My school has attempted to find what barriers keep parents from being involved in school activities. (8)	1	2	3	4	5	1	2	3	4	5
6. The educational programs in my school are greatly enhanced by the involvement of minorities from the community as paraprofessional teachers and support staff. (11)	1	2	3	4	5	1	2	3	4	5
SCHOOL: STAFF										
1. People on our staff interact comfortably with colleagues from different races. (11)	1	2	3	4	5	1	2	3	4	5
2. In my school, all staff members, regardless of racial/ethnic background, are free to express their ideas and feelings. (3)	1	2	3	4	5	1	2	3	4	5
3. Staff promotions and assignments, curricular and extracurricular, are handled on the bases of merit rather than racial or ethnic considerations. (3)	1	2	3	4	5	1	2	3	4	5
4. The staff members in my school do not condone racial or ethnic slurs in the form of jokes or other comments. (3)	1	2	3	4	5	1	2	3	4	5
5. My school's staff members openly recognize racial and cultural biases in themselves and students, and attempt to overcome them. (3)	1	2	3	4	5	1	2	3	4	5

MULTICULTURAL ASSESSMENT ITEM BANK

ASSESSMENT STATEMENTS	WHAT IS: Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5	WHAT SHOULD BE: Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5
6. The staff in my school recognizes the need for natural self-segregation among students at times in classrooms, extra-curricular activities and leisure periods. (5)	1	2	3	4	5	1	2	3	4	5
7. My school's staff-selected materials, resources and media available in the library, media center and guidance offices reflect the racial and ethnic diversity of the nation and project anti-racist images and concepts. (5)	1	2	3	4	5	1	2	3	4	5
8. I think that most of the staff's efforts toward implementation of a multicultural curriculum at my school have been successful. (2)	1	2	3	4	5	1	2	3	4	5
9. My school's staff continues to carefully preview, review and update all textbooks and other instructional media to guarantee the elimination of cultural bias. (3)	1	2	3	4	5	1	2	3	4	5
10. Staff members in my school generally receive equal treatment, regardless of race. (6)	1	2	3	4	5	1	2	3	4	5
11. My school's counselors clearly convey in their behavior the assumption that all students can achieve significantly. (6)	1	2	3	4	5	1	2	3	4	5
12. My school's guidance services are consciously provided with a sensitivity to the problems and needs of minority students, their cultures and their communities. (2)	1	2	3	4	5	1	2	3	4	5
SCHOOL: STUDENTS										
1. Students in my school from one cultural group are comfortable with students of other racial/ethnic groups. (3)	1	2	3	4	5	1	2	3	4	5
2. The food services department respects the food choices of the multicultural make-up of the school and includes appropriate items on the menu. (3)	1	2	3	4	5	1	2	3	4	5

ASSESSMENT STATEMENTS	WHAT IS:					WHAT SHOULD BE:				
	1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable	1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable
3. My school's classes reflect the diverse composition of my school. (3)	1	2	3	4	5	1	2	3	4	5
4. Grouping, class scheduling and student assignment policies promote multicultural interaction. (3)	1	2	3	4	5	1	2	3	4	5
5. The racial breakdown of students expelled or suspended reflects the racial proportions of the student body. (5)	1	2	3	4	5	1	2	3	4	5
6. Students in my school form groups in out-of-class situations that reflect the cultural backgrounds of the students. (3)	1	2	3	4	5	1	2	3	4	5
7. Students in my school are encouraged to discuss school events and current events which relate to racial issues. (5)	1	2	3	4	5	1	2	3	4	5
8. My school maintains the same standards of conduct for all students. (3)	1	2	3	4	5	1	2	3	4	5
9. There is not an excess of tardiness, dropouts or absences in my school for students from a specific cultural background. (3)	1	2	3	4	5	1	2	3	4	5
10. All students, regardless of culture or socio-economic status, are encouraged to participate in any of the extracurricular activities available in my school. (6)	1	2	3	4	5	1	2	3	4	5
11. Participants in my school's various organizations, clubs and athletic programs reflect the racial and cultural composition of the student body. (6)	1	2	3	4	5	1	2	3	4	5
12. Social events in my school are planned and conducted to foster multicultural interaction and education. (6)	1	2	3	4	5	1	2	3	4	5
13. Minority students serve as officers of classes, student organizations and academic groups on more than a token basis. (6)	1	2	3	4	5	1	2	3	4	5

ASSESSMENT STATEMENTS	WHAT IS: 1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable	WHAT SHOULD BE: 1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable
14. I think that students in my school generally receive equal treatment, regardless of cultural background. (6)	1	2	3	4	5	1	2	3	4	5
15. Students of different cultural backgrounds are significantly involved in the planning of my school's out-of-class activities. (2)	1	2	3	4	5	1	2	3	4	5
16. Students feel comfortable in speaking and dressing in ways that reflect their cultural background. (6)	1	2	3	4	5	1	2	3	4	5
17. Exceptional classes, including special and gifted education, reflect the diverse composition of my school. (3)	1	2	3	4	5	1	2	3	4	5

ASSESSMENT STATEMENT SOURCES

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(3) Human Relations: A Guide For Leadership Training In The Public Schools. U.S. Department of Justice, Community Relations Service. Washington: U. S. Government Printing Office, 1980.

(4) "Teaching in a Pluralistic Society" Title IV Race Desegregation Project: Wichita, Kansas, 1980.

(5) Checklist: Rate Your School For Racism and Sexism. New York: Council on Interracial Books for Educators, 1977.

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(7) Boyer, James. "Multi-Cultural Questionnaire For Teachers." College of Education, Kansas State University, 1979.

(8) Forehand, Garlie A. and Marjorie A. Ragosta. A Handbook For Integrated Schooling. Princeton: Educational Testing Service, 1976.

(9) Smith, Amanda. New Pioneers Program, Division of Equal Education, North Carolina Department of Public Instruction, 1978.

(10) Matthews, Martha and McCune, Shirley. Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators. Resource Center on Sex Roles in Education: U.S. Office of Education.

(11) Midwest Race and Sex Desegregation Assistance Center, Kansas State University, 1982.

(12) Tredyffrin/Easttown Project. Women's Educational Equity Program, 1979.

APPENDIX B

NONSEXIST ASSESSMENT ITEM BANK

NONSEXIST ASSESSMENT ITEM BANK

ASSESSMENT STATEMENTS	WHAT IS: Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5	WHAT SHOULD BE: Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5
PERSONAL/PROFESSIONAL DEVELOPMENT										
1. I attend meetings, conferences, workshops and other training programs in nonsexist education. (7)	1	2	3	4	5	1	2	3	4	5
2. I strive to avoid expressions and actions which are offensive to members of the other sex. (1)	1	2	3	4	5	1	2	3	4	5
3. The district's inservice program provides information on materials and techniques which can be used to foster nonsexist education in the classroom. (7)	1	2	3	4	5	1	2	3	4	5
4. The district's inservice program on nonsexist education deals with nonsexist ideas in the abstract as well as helping me examine my behavior in a classroom setting. (7)	1	2	3	4	5	1	2	3	4	5
5. The district's various inservice programs on nonsexist education are well developed and practical. (7)	1	2	3	4	5	1	2	3	4	5
6. I read books or articles to increase my understanding of and sensitivity to the aspirations, needs and problems of both sexes. (1)	1	2	3	4	5	1	2	3	4	5
7. I recognize sex biases in myself and in students and attempt to overcome them. (2)	1	2	3	4	5	1	2	3	4	5
8. I am able to identify sex bias in my own instruction. (4)	1	2	3	4	5	1	2	3	4	5
AWARENESS AND SENSITIVITY										
1. I am aware of the effects of sex bias and stereotyping on children. (4)	1	2	3	4	5	1	2	3	4	5
2. I strive to avoid expressions and actions which are offensive to members of the other sex. (1)	1	2	3	4	5	1	2	3	4	5

NONSEXIST ASSESSMENT ITEM BANK

ASSESSMENT STATEMENTS	WHAT IS: Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5	WHAT SHOULD BE: Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5
3. I capitalize on opportunities to counteract sex stereotyped thinking. (2)	1	2	3	4	5	1	2	3	4	5
4. I am comfortable confronting statememts made by students and other faculty which are sex biased or stereotypic. (5)	1	2	3	4	5	1	2	3	4	5
5. I try to prevent any latent sex stereotyped thinking from influencing my discipline or evaluation of students. (1)	1	2	3	4	5	1	2	3	4	5
6. I avoid imposing such sex-role expectations of femininity and masculinity on children, such as "girls love reading and hate math and science," "boys shouldn't cry," or that boys may be loud and noisy while girls must learn to control themselves. (5)	1	2	3	4	5	1	2	3	4	5
INSTRUCTION										
1. I believe that my classroom conduct encourages my students to respect students of the other sex and be open and honest in their communications. (1)	1	2	3	4	5	1	2	3	4	5
2. I am consistent in expecting the same classroom behavior of students of both sexes. (2)	1	2	3	4	5	1	2	3	4	5
3. My teaching makes room for open discussion of sex bias in the larger society, the community and the schools. (5)	1	2	3	4	5	1	2	3	4	5
4. I avoid separating females and males when forming the class into lines or asking for student assistance in classroom duties. (5)	1	2	3	4	5	1	2	3	4	5
5. I prepare boys and girls for both careers and home responsibilities. (11)	1	2	3	4	5	1	2	3	4	5
6. I interact with females and males similarly with regard to the kinds of disciplinary measures I use. (10)	1	2	3	4	5	1	2	3	4	5

NONSEXIST ASSESSMENT ITEM BANK

ASSESSMENT STATEMENTS	WHAT IS: 1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable	WHAT SHOULD BE: 1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable
7. I expect female students to have as much ability as male students in learning mathematic and scientific material. (12)	1	2	3	4	5	1	2	3	4	5
8. I discipline males and females in the same way. (12)	1	2	3	4	5	1	2	3	4	5
9. My grading patterns do not favor boys or girls, but reflect individual accomplishments. (12)	1	2	3	4	5	1	2	3	4	5
10. I give equal attention to the extra-curricular achievements of boys and girls; for example, I acknowledge the athletic achievements of both sexes. (12)	1	2	3	4	5	1	2	3	4	5
11. I do not encourage students to compete "girls against boys." (9)	1	2	3	4	5	1	2	3	4	5
12. I interact with females and males similarly with regard to standards for dress and appearance. (9)	1	2	3	4	5	1	2	3	4	5
13. I use nonsexist language; in other words, I do not refer to all doctors or lawyers as "he," or all nurses or secretaries as "she." (12)	1	2	3	4	5	1	2	3	4	5
14. I give equal attention to boys and girls; I do not show preference for one sex over the other. (12)	1	2	3	4	5	1	2	3	4	5
15. I reinforce student expression of values without regard to their sex, so that boys and girls can express assertiveness and gentleness. (12)	1	2	3	4	5	1	2	3	4	5
16. I avoid generalizations that refer to sex stereotyping; for example, "you drive like a woman," or think like a man." (12)	1	2	3	4	5	1	2	3	4	5
17. I avoid comparison of students based on gender; for example, I would not say, "the girls are working harder than the boys." (12)	1	2	3	4	5	1	2	3	4	5
18. I take the idea of equality seriously; for example, I do not put down men or women, or joke about their abilities or roles. (12)	1	2	3	4	5	1	2	3	4	5

NONSEXIST ASSESSMENT ITEM BANK

ASSESSMENT STATEMENTS	WHAT IS:					WHAT SHOULD BE:				
	1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable	1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable
19. I help students explore all vocational interests, not only those traditionally associated with their sex. (12)	1	2	3	4	5	1	2	3	4	5
20. I recommend all classroom activities to both boys and girls; for example, I suggest both males and females try cooking or a woodworking project as optional activities. (12)	1	2	3	4	5	1	2	3	4	5
21. I assign classroom chores and duties without regard to sex; for example, both males and females carry chairs, run AV equipment, take notes during classroom meetings and water plants. (12)	1	2	3	4	5	1	2	3	4	5
22. I encourage boys and girls to participate in a variety of roles within extra-curricular activities; for example, committee head, hospitality committee, secretary, treasurer, president, etc. (12)	1	2	3	4	5	1	2	3	4	5
23. I encourage boys and girls to participate in all extra-curricular activities; for example, sports, cheerleading, library club, stage crew. (12)	1	2	3	4	5	1	2	3	4	5
CURRICULUM: CONTENT										
1. Where pertinent, the content in all my classes includes a focus on overcoming sex bias and sex stereotyping. (2)	1	2	3	4	5	1	2	3	4	5
2. Historical, cultural and intellectual contributions of males and females are included as an integral part of my students' curriculum. (3)	1	2	3	4	5	1	2	3	4	5
3. I design curriculum modules which relate to both sexes and which provide ways for both sexes to gain positive identification of self-images. (7)	1	2	3	4	5	1	2	3	4	5
4. My students examine their own attitudes and behavior towards the other sex. (3)	1	2	3	4	5	1	2	3	4	5
5. I try to help students develop those interpersonal skills and values needed for effective living in a sex integrated society. (2)	1	2	3	4	5	1	2	3	4	5

NONSEXIST ASSESSMENT ITEM BANK

ASSESSMENT STATEMENTS	WHAT IS:					WHAT SHOULD BE:				
	1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable	1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable
6. Literature by women authors, literature about women, and literature with women as central characters in non-stereotyped roles are equally represented in my teaching. (5)	1	2	3	4	5	1	2	3	4	5
7. I present information on sex role stereotypes and why stereotyping comes about and is maintained. (11)	1	2	3	4	5	1	2	3	4	5
8. I use examples in my teaching showing both men and women with a wide range of feelings, interests and career choices. (12)	1	2	3	4	5	1	2	3	4	5
9. I display and use accurate factual knowledge about the current economic and legal status of women and men. (12)	1	2	3	4	5	1	2	3	4	5
CURRICULUM: RESOURCES										
1. I am familiar with the various nonsexist educational materials available in the school library, public library, media center and other resource centers. (7)	1	2	3	4	5	1	2	3	4	5
2. I know where to obtain instructional materials which are free of sex bias for use in my classroom. (4)	1	2	3	4	5	1	2	3	4	5
3. Where ideal materials cannot be found, I have been trained to detect and to teach students to detect both overt and subtle manifestations of sexism. (5)	1	2	3	4	5	1	2	3	4	5
4. I redesign curriculum materials to promote a positive set of assumptions about both sexes. (7)	1	2	3	4	5	1	2	3	4	5
5. I explain to my students how some curriculum materials have contributed to negative assumptions about women, either by omission of data or inclusion of data which promotes a less than positive view. (7)	1	2	3	4	5	1	2	3	4	5
6. The instructional materials that I use treat both sexes honestly, realistically and sensitively. (3)	1	2	3	4	5	1	2	3	4	5

ASSESSMENT STATEMENTS	WHAT IS: Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5	WHAT SHOULD BE: Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5
7. I have evaluated my textbooks to determine whether they contain fair and appropriate treatment of both sexes. (1)	1	2	3	4	5	1	2	3	4	5
8. My displays show both sexes working and socializing together. (1)	1	2	3	4	5	1	2	3	4	5
9. I review curricular materials for sex bias. (2)	1	2	3	4	5	1	2	3	4	5
10. I incorporate supplementary nonsexist curriculum materials into my classroom curriculum. (4)	1	2	3	4	5	1	2	3	4	5
11. Materials on my classroom walls depict males and females in nontraditional as well as traditional roles. (5)	1	2	3	4	5	1	2	3	4	5
12. I make a conscious effort to bring in outside people of both sexes to counteract traditional sex roles: female scientists, engineers, dentists and plumbers or male nurses, secretaries and house-husbands. (5)	1	2	3	4	5	1	2	3	4	5
13. When the textbook treatment of either men or women is inadequate, I have supplementary material readily available for my students. (12)	1	2	3	4	5	1	2	3	4	5
PARENT/COMMUNITY RELATIONS										
1. I seek the assistance of the community in developing nonsexist education activities. (2)	1	2	3	4	5	1	2	3	4	5
2. I have made efforts to involve the parents of both sexes in school activities. (1)	1	2	3	4	5	1	2	3	4	5
3. I have attempted to communicate to parents the importance of nonsexist education. (11)	1	2	3	4	5	1	2	3	4	5
4. Parents are supportive of my efforts in the area of nonsexist education. (11)	1	2	3	4	5	1	2	3	4	5

ASSESSMENT STATEMENTS	WHAT IS: Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5	WHAT SHOULD BE: Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5
5. I make a conscious effort to invite community people to work with my class(es) to conteract traditional sex roles: female scientists, engineers, dentists and plumbers or male nurses, secretaries and house-husbands. (5)	1	2	3	4	5	1	2	3	4	5
SCHOOL: LEADERSHIP										
1. My principal regularly works with the teaching staff to help them improve the quality of their efforts in nonsexist education. (6)	1	2	3	4	5	1	2	3	4	5
2. The curriculum supervisors for this school have positive attitudes towards nonsexist education. (7)	1	2	3	4	5	1	2	3	4	5
3. My principal deals directly and openly with women and men. (6)	1	2	3	4	5	1	2	3	4	5
4. My principal attempts to recruit females and males into areas in which they are underrepresented. (11)	1	2	3	4	5	1	2	3	4	5
5. My principal provides staff and students with a positive role model in the areas of nonsexist attitudes and behavior. (11)	1	2	3	4	5	1	2	3	4	5
SCHOOL: PARENTS/COMMUNITY										
1. The school provides the community with current information about its nonsexist education programs. (2)	1	2	3	4	5	1	2	3	4	5
2. The community my school serves wants the school to foster and achieve sex equity. (6)	1	2	3	4	5	1	2	3	4	5
3. The school has attempted to find what barriers keep fathers from being involved in school activities.(8)	1	2	3	4	5	1	2	3	4	5
4. Both mothers and fathers participate significantly in parents' organizations. (11)	1	2	3	4	5	1	2	3	4	5

ASSESSMENT STATEMENTS	WHAT IS: Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5	WHAT SHOULD BE: Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5
5. Members of our staff have worked cooperatively with the media to ensure positive coverage of nonsexist education activities. (11)	1	2	3	4	5	1	2	3	4	5
SCHOOL: STAFF										
1. Staff promotions and assignments, curricular and extra-curricular, are handled on the basis of merit rather than considerations based upon sex. (3)	1	2	3	4	5	1	2	3	4	5
2. Staff members do not condone sexual slurs in the form of jokes or other comments. (3)	1	2	3	4	5	1	2	3	4	5
3. My school's staff members openly recognize sex biases in themselves and students and attempt to overcome them. (3)	1	2	3	4	5	1	2	3	4	5
4. I think that most of the staff's efforts toward implementation of a nonsexist curriculum have been successful. (2)	1	2	3	4	5	1	2	3	4	5
5. My school's staff continues to carefully preview, review and update all textbooks and other instructional media to guarantee the elimination of sex bias. (3)	1	2	3	4	5	1	2	3	4	5
6. Counselors in my school are informed on the realities of sex discrimination in employment and in turn they provide such information to all students. (5)	1	2	3	4	5	1	2	3	4	5
7. Counselors in my school encourage and counsel female students to strive for skills and training that will equip them to compete for well-paying careers in any field. (5)	1	2	3	4	5	1	2	3	4	5
8. My school's guidance staff avoids sex role stereotyping in recommending courses and career counseling (5)	1	2	3	4	5	1	2	3	4	5

NONSEXIST ASSESSMENT ITEM BANK

ASSESSMENT STATEMENTS	WHAT IS: Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5	WHAT SHOULD BE: Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5
9. Staff members in my school generally receive equal treatment, regardless of sex. (6)	1	2	3	4	5	1	2	3	4	5
10. My school's counselors clearly convey in their behavior the assumption that both male and female students can achieve significantly. (6)	1	2	3	4	5	1	2	3	4	5
11. My school's guidance services are consciously provided with a sensitivity to the problems and needs of both sexes. (2)	1	2	3	4	5	1	2	3	4	5
SCHOOL: STUDENTS										
1. Boys and girls are equally represented in exceptional education (i.e. special and gifted education). (3)	1	2	3	4	5	1	2	3	4	5
2. Grouping, class scheduling and student assignment policies promote interaction between the sexes. (3)	1	2	3	4	5	1	2	3	4	5
3. The number of students expelled or suspended reflects the male/female proportions of the student body. (5)	1	2	3	4	5	1	2	3	4	5
4. Students in my school form sex integrated groups in out-of-class situations. (3)	1	2	3	4	5	1	2	3	4	5
5. My school's students are encouraged to discuss school and current events which relate to sex equity. (5)	1	2	3	4	5	1	2	3	4	5
6. My school maintains and enforces the same standards of conduct for students of both sexes. (3)	1	2	3	4	5	1	2	3	4	5
7. All students, regardless of sex are encouraged by the school and the individual activities sponsors to participate in any of the extra class activities available in the school, except contact sports. (6)	1	2	3	4	5	1	2	3	4	5

ASSESSMENT STATEMENTS	WHAT IS: Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5	WHAT SHOULD BE: Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5
8. Participants in the school's various organizations, clubs and programs generally reflect the male/female composition of the student body. (6)	1	2	3	4	5	1	2	3	4	5
9. Social events in the school are planned and conducted to foster interaction of the sexes. (6)	1	2	3	4	5	1	2	3	4	5
10. Both male and female students serve as officers of classes, student organizations and academic groups on more than a token basis. (6)	1	2	3	4	5	1	2	3	4	5
11. I think that students in my school generally receive equal treatment, regardless of sex. (6)	1	2	3	4	5	1	2	3	4	5
12. Students of both sexes are significantly involved in the planning of the school's out-of-class activities. (2)	1	2	3	4	5	1	2	3	4	5
13. All school facilities, equipment, and clubs are equally available to all students. (11)	1	2	3	4	5	1	2	3	4	5

ASSESSMENT STATEMENT SOURCES

(1) Winecoff, H. Larry and Eugene W. Kelly, Jr. Integrated Education: A Report on Race and Schools. 39, May-June 1969.

(2) Lantaff, Ronald J. "Perception Scale on Curriculum Desegregation." Kansas State University: Adapted from Evaluation Guidelines For Multicultural/Multiracial Education. National Study of School Evaluation: Falls Church, Virginia, 1973.

(3) Human Relations: A Guide For Leadership Training In The Public Schools. U.S. Department of Justice, Community Relations Service. Washington: U. S. Government Printing Office, 1980.

(4) "Teaching in a Pluralistic Society" Title IV Race Desegregation Project: Wichita, Kansas, 1980.

(5) Checklist: Rate Your School For Racism and Sexism. New York: Council on Interracial Books for Educators, 1977.

(6) Evaluation Guidelines For Multicultural/Multiracial Education. Falls Church, Virginia: National Study of School Evaluation, 1973.

(7) Boyer, James. "Multi-Cultural Questionnaire For Teachers." College of Education, Kansas State University, 1979.

(8) Forehand, Garlie A. and Marjorie A. Ragosta. A Handbook For Integrated Schooling. Princeton: Educational Testing Service, 1976.

(9) Smith, Amanda. New Pioneers Program, Division of Equal Education, North Carolina Department of Public Instruction, 1978.

(10) Matthews, Martha and McCune, Shirley. Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators. Resource Center on Sex Roles in Education: U.S. Office of Education.

(11) Midwest Race and Sex Desegregation Assistance Center, Kansas State University, 1982.

(12) Tredyffrin/Easttown Project. Women's Educational Equity Program, 1979.

APPENDIX C

TEACHER SELF-ASSESSMENT IN MULTICULTURAL, NONSEXIST EDUCATION

TEACHER SELF-ASSESSMENT IN MULTICULTURAL, NONSEXIST EDUCATION

INSTRUCTIONS: This questionnaire was designed to help you assess your multicultural, nonsexist education training and practices. Your responses to this survey will be anonymous. No other individual will know how you responded to the questionnaire. However, your responses may be grouped with the responses of others and shared with you and other teachers for planning purposes. Please take your time responding and be fair in your answers.

Each statement has two answers which will be recorded separately on the questionnaire. The first answer for each statement is "What Is" and relates to the current conditions at your school; the second answer for each statement is "What Should Be" and relates to what you believe ought to be the situation for you or your school. It is possible that many of your responses to "What Is" and "What Should Be" will be the same. Responses are limited to the following categories:

Almost Always - 1

Frequently - 2

Occasionally - 3

Almost Never - 4

Not Applicable - 5

THANK YOU FOR YOUR TIME AND COOPERATION IN COMPLETING THIS QUESTIONNAIRE.

ASSESSMENT STATEMENTS	WHAT IS:					WHAT SHOULD BE:				
	Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5	Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5
PERSONAL/PROFESSIONAL DEVELOPMENT										
1. I strive to maintain personal associations which reflect an openness with men and women of different cultural backgrounds. (11)	1	2	3	4	5	1	2	3	4	5
2. I attend meetings, conferences, workshops, and other training programs in multicultural, nonsexist education. (7)	1	2	3	4	5	1	2	3	4	5
3. The district's inservice program provides information on materials and techniques which can be used to foster multicultural, nonsexist education in the classroom. (7)	1	2	3	4	5	1	2	3	4	5
4. I read books or articles to increase my understanding of and sensitivity to the aspirations, needs and problems of men and women of different cultural backgrounds. (1)	1	2	3	4	5	1	2	3	4	5
5. I recognize cultural and sex biases in myself and in students and attempt to overcome them. (2)	1	2	3	4	5	1	2	3	4	5
AWARENESS AND SENSITIVITY										
6. I encourage diversity of values, life styles and viewpoints, even when these run counter to my own preferences. (5)	1	2	3	4	5	1	2	3	4	5
7. I take the initiative in discouraging or preventing patterns of informal discrimination, segregation or exclusion of minority groups members (race or sex) from school activities, committees, etc. (1)	1	2	3	4	5	1	2	3	4	5
8. I am aware of the effects of race and sex bias and stereotyping on children. (4)	1	2	3	4	5	1	2	3	4	5
	1	2	3	4	5	1	2	3	4	5

ASSESSMENT STATEMENTS	WHAT IS: 1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable	WHAT SHOULD BE: 1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable
9. My students feel relaxed about mixing with pupils of the other sex and different races. (3)	1	2	3	4	5	1	2	3	4	5
10. I capitalize on opportunities to counteract race and sex stereotyped thinking. (2)	1	2	3	4	5	1	2	3	4	5
INSTRUCTION										
11. I believe that my classroom conduct encourages my students to respect one another and be open and honest in their communications with me and with each other. (1)	1	2	3	4	5	1	2	3	4	5
12. I use problem-solving techniques which focus on real problems in intergroup relations and have immediate relevance to the lives of the students. (1)	1	2	3	4	5	1	2	3	4	5
13. I clearly demonstrate that academic expectations are equally high for boys and girls from different cultural backgrounds. (5)	1	2	3	4	5	1	2	3	4	5
14. I use nonsexist language; in other words, I do not refer to all doctors or lawyers as "he," or all nurses or teachers as "she." (12)	1	2	3	4	5	1	2	3	4	5
15. I help students explore all vocational interests, not only those traditionally associated with their sex or cultural background. (12)	1	2	3	4	5	1	2	3	4	5
CURRICULUM: CONTENT										
16. Where pertinent, the content in all my classes includes a focus on overcoming race and sex bias and stereotyping. (2)	1	2	3	4	5	1	2	3	4	5
17. Historical, cultural and intellectual contributions of minority groups (race and sex) are included as an integral part of my students' curriculum. (3)	1	2	3	4	5	1	2	3	4	5

TEACHER SELF-ASSESSMENT IN MULTICULTURAL, NONSEXIST EDUCATION

ASSESSMENT STATEMENTS	WHAT IS: 1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable	WHAT SHOULD BE: 1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable
18. I develop in students the skills and values necessary for survival in the dominant culture without denying the existence of other values equally appropriate in minority cultures. (7)	1	2	3	4	5	1	2	3	4	5
19. My students are given opportunities to express, celebrate and maintain cultural differences. (3)	1	2	3	4	5	1	2	3	4	5
20. I use a multicultural, nonsexist approach and materials to teach basic skills. (11)	1	2	3	4	5	1	2	3	4	5
CURRICULUM: RESOURCES										
21. I know where to obtain multicultural, nonsexist materials which are not race and sex biased for use in my classroom. (4)	1	2	3	4	5	1	2	3	4	5
22. When ideal materials cannot be found, I have been trained to detect and to teach students to detect both overt and subtle forms of race and sex stereotyping. (5)	1	2	3	4	5	1	2	3	4	5
23. I have evaluated my textbooks to determine whether they contain fair and appropriate treatment of minorities (sex and race). (1)	1	2	3	4	5	1	2	3	4	5
24. Bulletin boards, posters, charts and other visual aids displayed in my class show majority and minority people working and socializing together. (1)	1	2	3	4	5	1	2	3	4	5
25. I use multicultural, nonsexist materials as an integral part of each curriculum rather than attached or to be treated separately. (3)	1	2	3	4	5	1	2	3	4	5
PARENT/COMMUNITY RELATIONS										
26. I have made efforts to involve the parents or guardians of all my students in school activities. (1)	1	2	3	4	5	1	2	3	4	5

ASSESSMENT STATEMENTS	WHAT IS:					WHAT SHOULD BE:				
	1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable	1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable
27. I use parents and community members from various cultural backgrounds as classroom assistants, occupational speakers and visiting lecturers. (11)	1	2	3	4	5	1	2	3	4	5
28. I seek the assistance of the community in developing multicultural, nonsexist education activities. (2)	1	2	3	4	5	1	2	3	4	5
29. I have attempted to communicate to parents the importance of multicultural, nonsexist education. (11)	1	2	3	4	5	1	2	3	4	5
30. Parents are supportive of my efforts in the area of multicultural, nonsexist education. (11)	1	2	3	4	5	1	2	3	4	5
SCHOOL: LEADERSHIP										
31. My principal regularly works with the teaching staff to help them improve the quality of their efforts in multicultural, nonsexist education. (6)	1	2	3	4	5	1	2	3	4	5
32. My principal takes leadership in the development of multicultural, nonsexist goals and activities. (3)	1	2	3	4	5	1	2	3	4	5
33. My principal provides men and women of different races with equal opportunities to practice their leadership skills on committees, projects and special assignments. (11)	1	2	3	4	5	1	2	3	4	5
34. My principal attempts to recruit underrepresented groups (race and sex) as staff members. (11)	1	2	3	4	5	1	2	3	4	5
35. My principal provides staff and students with a positive role model in the areas of multicultural, nonsexist attitudes and behaviors. (11)	1	2	3	4	5	1	2	3	4	5

ASSESSMENT STATEMENTS	WHAT IS: Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5	WHAT SHOULD BE: Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5
SCHOOL: PARENTS/COMMUNITY										
36. Efforts are made by my school's staff to make sure that all parents feel welcome and comfortable at the school. (3)	1	2	3	4	5	1	2	3	4	5
37. My school provides the community with current information about its multicultural, nonsexist education programs. (2)	1	2	3	4	5	1	2	3	4	5
38. My school has attempted to find what barriers (economic, sex, race, physical conditions) keep parents from involvement in school activities. (11)	1	2	3	4	5	1	2	3	4	5
39. The community my school serves wants the school to foster and achieve sex and race equity. (6)	1	2	3	4	5	1	2	3	4	5
40. Members of our staff work cooperatively with the media to ensure positive coverage of multicultural, nonsexist activities. (11)	1	2	3	4	5	1	2	3	4	5
SCHOOL: STAFF										
41. The staff in my school recognizes the need for natural self-segregation among students at times in classrooms, extracurricular activities and leisure periods. (5)	1	2	3	4	5	1	2	3	4	5
42. Staff members do not condone sexual and racial slurs in the form of jokes or other comments. (3)	1	2	3	4	5	1	2	3	4	5
43. My school's guidance services are consciously provided with a sensitivity to the problems and needs of both sexes and different races. (2)	1	2	3	4	5	1	2	3	4	5
44. The support staff (secretaries, custodial workers, etc.) in my school actively support the school's race and sex equity efforts. (11)	1	2	3	4	5	1	2	3	4	5

ASSESSMENT STATEMENTS	WHAT IS:					WHAT SHOULD BE:				
	1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable	1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable
45. Sex and race equity is clearly understood by the staff to be a high priority goal of my school. (11)	1	2	3	4	5	1	2	3	4	5
SCHOOL: STUDENTS										
46. Grouping, class scheduling and student assignment policies promote multicultural, nonsexist interaction. (3)	1	2	3	4	5	1	2	3	4	5
47. The breakdown of students expelled or suspended reflects the racial and sexual proportions of the student body. (5)	1	2	3	4	5	1	2	3	4	5
48. Participants in my school's various organizations, clubs and athletic programs reflect the racial, cultural and sex composition of the student body. (6)	1	2	3	4	5	1	2	3	4	5
49. Exceptional classes, including special and gifted education, reflect the race and sex composition of my school. (3)	1	2	3	4	5	1	2	3	4	5
50. Students in my school form sex and race integrated groups in out-of-class situations. (3)	1	2	3	4	5	1	2	3	4	5

ASSESSMENT STATEMENT SOURCES

(1) Winecoff, H. Larry and Eugene W. Kelly, Jr. Integrated Education: A Report on Race and Schools. 39, May-June 1969.

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APPENDIX D

TEACHER SELF-ASSESSMENT IN MULTICULTURAL EDUCATION

TEACHER SELF-ASSESSMENT IN MULTICULTURAL EDUCATION

INSTRUCTIONS: This questionnaire was designed to help you assess your multicultural education training and practices. Your responses to this survey will be anonymous. No other individual will know how you responded to the questionnaire. However, your responses may be grouped with the responses of others and shared with you and other teachers for planning purposes. Please take your time responding and be fair in your answers.

Each statement has two answers which will be recorded separately on the questionnaire. The first answer for each statement is "What Is" and relates to the current conditions at your school; the second answer for each statement is "What Should Be" and relates to what you believe ought to be the situation for you or your school. It is possible that many of your responses to "What Is" and "What Should Be" will be the same. Responses are limited to the following categories:

Almost Always - 1

Frequently - 2

Occasionally - 3

Almost Never - 4

Not Applicable - 5

THANK YOU FOR YOUR TIME AND COOPERATION IN COMPLETING THIS QUESTIONNAIRE.

TEACHER SELF-ASSESSMENT IN MULTICULTURAL EDUCATION

ASSESSMENT STATEMENTS	WHAT IS: Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5	WHAT SHOULD BE: Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5
PERSONAL/PROFESSIONAL DEVELOPMENT										
1. I feel comfortable discussing racial issues with people of other races as well as my own. (4)	1	2	3	4	5	1	2	3	4	5
2. The district's multicultural inservice activities deal with multicultural ideas in the abstract as well as helping me examine my behavior in a multicultural setting. (7)	1	2	3	4	5	1	2	3	4	5
3. I read books or articles to increase my understanding of and sensitivity to the particular aspirations, needs, strengths, problems and frustrations of minorities. (1)	1	2	3	4	5	1	2	3	4	5
4. I strive to maintain personal associations which reflect racial and ethnic openness. (11)	1	2	3	4	5	1	2	3	4	5
5. I have the professional training required to work effectively with pupils from diverse cultural backgrounds. (4)	1	2	3	4	5	1	2	3	4	5
AWARENESS AND SENSITIVITY										
6. I encourage diversity of values, life styles and viewpoints, even when these run counter to my own preferences. (5)	1	2	3	4	5	1	2	3	4	5
7. My students feel relaxed about working and socializing with pupils from different cultural backgrounds. (3)	1	2	3	4	5	1	2	3	4	5
8. I take the initiative in dispelling prejudices, stereotypes and misconceptions among students.(1)	1	2	3	4	5	1	2	3	4	5
9. I am comfortable confronting statements made by other faculty that are racially or culturally biased or prejudiced. (5)	1	2	3	4	5	1	2	3	4	5
10. I try to prevent any prejudiced or stereotyped thinking from unfairly influencing my expectations of students. (11)	1	2	3	4	5	1	2	3	4	5

TEACHER SELF-ASSESSMENT IN MULTICULTURAL EDUCATION

ASSESSMENT STATEMENTS	WHAT IS: Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5	WHAT SHOULD BE: Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5
INSTRUCTION										
11. I believe that my classroom conduct encourages my students to respect one another and be open and honest in their communications with me and with each other. (1)	1	2	3	4	5	1	2	3	4	5
12. I search for ways to overcome the reluctance of students to recognize and discuss racial and ethnic questions. (6)	1	2	3	4	5	1	2	3	4	5
13. I use problem-solving techniques which focus on real problems in intergroup relations and have immediate relevance to the lives of the students. (1)	1	2	3	4	5	1	2	3	4	5
14. I adjust my teaching methodologies with students from different cultural and socio-economic backgrounds. (5)	1	2	3	4	5	1	2	3	4	5
15. I clearly demonstrate that academic expectations are equally high for students from all cultural backgrounds. (5)	1	2	3	4	5	1	2	3	4	5
CURRICULUM: CONTENT										
16. Historical, cultural and intellectual contributions of minority groups are included as an integral part of my students' curriculum. (3)	1	2	3	4	5	1	2	3	4	5
17. I develop in students the skills and values necessary for survival in the dominant culture without denying the existence of other values equally appropriate in minority children. (7)	1	2	3	4	5	1	2	3	4	5
18. My students are given opportunities to express, celebrate and maintain ethnic and racial differences. (3)	1	2	3	4	5	1	2	3	4	5
19. I teach about diversity between groups as well as within a group. (11)	1	2	3	4	5	1	2	3	4	5
20. I use a multicultural approach and materials to teach basic skills. (11)	1	2	3	4	5	1	2	3	4	5

ASSESSMENT STATEMENTS	WHAT IS: Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5	WHAT SHOULD BE: Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5
CURRICULUM: RESOURCES										
21. I know where to obtain multicultural materials which are free of racial bias for use in my classroom. (4)	1	2	3	4	5	1	2	3	4	5
22. When ideal materials cannot be found, I have been trained to detect and to teach students to detect both overt and subtle forms of racial stereotyping. (11)	1	2	3	4	5	1	2	3	4	5
23. I have evaluated my textbooks to determine whether they contain fair and appropriate treatment of minority groups. (1)	1	2	3	4	5	1	2	3	4	5
24. Bulletin boards, posters, charts, and other visual aids displayed in my class show majority and minority people working and socializing together. (11)	1	2	3	4	5	1	2	3	4	5
25. The materials on minorities that I use are an integral part of each curriculum rather than attached or treated separately. (3)	1	2	3	4	5	1	2	3	4	5
PARENT/COMMUNITY RELATIONS										
26. I seek the assistance of the community in developing multicultural education activities. (2)	1	2	3	4	5	1	2	3	4	5
27. I have visited and familiarized myself with the families and communities from which my students come. (1)	1	2	3	4	5	1	2	3	4	5
28. I have made efforts to involve the parents or guardians of all my students . (1)	1	2	3	4	5	1	2	3	4	5
29. I seek financial assistance from community organizations and businesses to promote multicultural activities (i.e., field trips, ethnic study days, materials, etc.). (11)	1	2	3	4	5	1	2	3	4	5

ASSESSMENT STATEMENTS	WHAT IS: Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5	WHAT SHOULD BE: Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5
30. I use parents and community members from various cultural backgrounds as classroom assistants, occupational speakers and visiting lecturers.(11)	1	2	3	4	5	1	2	3	4	5
SCHOOL: LEADERSHIP										
31. My principal regularly works with the teaching staff to help them improve the quality of their instruction in multicultural education. (6)	1	2	3	4	5	1	2	3	4	5
32. My principal takes leadership in the development of school integration goals and activities. (3)	1	2	3	4	5	1	2	3	4	5
33. My principal deals directly and openly with minority groups. (6)	1	2	3	4	5	1	2	3	4	5
34. My principal provides people of different races with equal opportunity to practice their leadership skills on committees, projects and special assignments. (11)	1	2	3	4	5	1	2	3	4	5
35. My principal promotes educational policies and practices which promote good relations between students of different cultural backgrounds. (11)	1	2	3	4	5	1	2	3	4	5
SCHOOL: PARENTS/COMMUNITY										
36. Efforts are made by my school's staff to make sure that all parents feel welcome and comfortable at the schools. (3)	1	2	3	4	5	1	2	3	4	5
37. My school provides the community with current information about its multicultural education programs. (2)	1	2	3	4	5	1	2	3	4	5
38. I think the community my school serves wants the school to foster and achieve racial and cultural pluralism. (6)	1	2	3	4	5	1	2	3	4	5

ASSESSMENT STATEMENTS	WHAT IS: Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5	WHAT SHOULD BE: Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5
39. My school's parent organization has a membership representative of the student's cultural backgrounds. (8)	1	2	3	4	5	1	2	3	4	5
40. My school has attempted to find what barriers keep parents of different races, sexes, economic levels and physical abilities from involvement in school activities. (8)	1	2	3	4	5	1	2	3	4	5
SCHOOL: STAFF										
41. People on our staff interact comfortably with colleagues from different races. (11)	1	2	3	4	5	1	2	3	4	5
42. In my school, all staff members, regardless of racial/ethnic background, are free to express their ideas and feelings. (3)	1	2	3	4	5	1	2	3	4	5
43. The staff members in my school do not condone racial or ethnic slurs in the form of jokes or other comments. (3)	1	2	3	4	5	1	2	3	4	5
44. The staff in my school recognizes the need for natural self-segregation among students at times in the classrooms, extra-curricular activities and leisure periods. (5)	1	2	3	4	5	1	2	3	4	5
45. My school's guidance services are consciously provided with a sensitivity to the problems and needs of minority students, their cultures, and their communities. (11)	1	2	3	4	5	1	2	3	4	5
SCHOOL: STUDENTS										
46. Grouping, class scheduling and student assignment policies promote multicultural interactions. (3)	1	2	3	4	5	1	2	3	4	5

ASSESSMENT STATEMENTS	WHAT IS: 1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable	WHAT SHOULD BE: 1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable
47. The racial breakdown of students expelled or suspended reflects the racial proportions of the student body. (5)	1	2	3	4	5	1	2	3	4	5
48. All students, regardless of cultural or socio-economic status, are encouraged to participate in any of the extracurricular activities available in my school. (6)	1	2	3	4	5	1	2	3	4	5
49. Social events in my school are planned and conducted to foster multicultural interaction and education. (11)	1	2	3	4	5	1	2	3	4	5
50. Exceptional classes, including special and gifted education, reflect the diverse cultural composition of my school. (3)	1	2	3	4	5	1	2	3	4	5

ASSESSMENT STATEMENT SOURCES

(1) Winecoff, H. Larry and Eugene W. Kelly, Jr. Integrated Education: A Report on Race and Schools. 39, May-June 1969.

(2) Lantaff, Ronald J. "Perception Scale on Curriculum Desegregation." Kansas State University: Adapted from Evaluation Guidelines For Multicultural/Multiracial Education. National Study of School Evaluation: Falls Church, Virginia, 1973.

(3) Human Relations: A Guide For Leadership Training In The Public Schools. U.S. Department of Justice, Community Relations Service. Washington: U. S. Government Printing Office, 1980.

(4) "Teaching in a Pluralistic Society" Title IV Race Desegregation Project: Wichita, Kansas, 1980.

(5) Checklist: Rate Your School For Racism and Sexism. New York: Council on Interracial Books for Educators, 1977.

(6) Evaluation Guidelines For Multicultural/Multiracial Education. Falls Church, Virginia: National Study of School Evaluation, 1973.

(7) Boyer, James. "Multi-Cultural Questionnaire For Teachers." College of Education, Kansas State University, 1979.

(8) Forehand, Garlie A. and Marjorie A. Ragosta. A Handbook For Integrated Schooling. Princeton: Educational Testing Service, 1976.

(9) Smith, Amanda. New Pioneers Program, Division of Equal Education, North Carolina Department of Public Instruction, 1978.

(10) Matthews, Martha and McCune, Shirley. Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators. Resource Center on Sex Roles in Education: U.S. Office of Education.

(11) Midwest Race and Sex Desegregation Assistance Center, Kansas State University, 1982.

(12) Tredyffrin/Easttown Project. Women's Educational Equity Program, 1979.

APPENDIX E

TEACHER SELF-ASSESSMENT IN NONSEXIST EDUCATION

TEACHER SELF-ASSESSMENT IN NONSEXIST EDUCATION

INSTRUCTIONS: This questionnaire was designed to help you assess your nonsexist education training and practices. Your responses to this survey will be anonymous. No other individual will know how you responded to the questionnaire. However, your responses may be grouped with the responses of others and shared with you and other teachers for planning purposes. Please take your time responding and be fair in your answers.

Each statement has two answers which will be recorded separately on the questionnaire. The first answer for each statement is "What Is" and relates to the current conditions at your school; the second answer for each statement is "What Should Be" and relates to what you believe ought to be the situation for you or your school. It is possible that many of your responses to "What Is" and "What Should Be" will be the same. Responses are limited to the following categories.

Almost Always - 1

Frequently - 2

Occasionally - 3

Almost Never - 4

Not Applicable - 5

THANK YOU FOR YOUR TIME AND COOPERATION IN COMPLETING THIS QUESTIONNAIRE.

TEACHER SELF-ASSESSMENT IN NONSEXIST EDUCATION

ASSESSMENT STATEMENTS	WHAT IS:					WHAT SHOULD BE"				
	1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable	1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable
PERSONAL/PROFESSIONAL DEVELOPMENT										
1. I attend meetings, conferences, workshops and other training programs in nonsexist education. (7)	1	2	3	4	5	1	2	3	4	5
2. The district's inservice program provides information on materials and techniques which can be used to foster nonsexist education in the classroom. (7)	1	2	3	4	5	1	2	3	4	5
3. I read books or articles to increase my understanding of and sensitivity to the aspirations, needs and problems of both sexes. (1)	1	2	3	4	5	1	2	3	4	5
4. I recognize sex biases in myself and in students and attempt to overcome them. (2)	1	2	3	4	5	1	2	3	4	5
5. I display and use current facts to teach about the economic and legal status of women and men. (12)	1	2	3	4	5	1	2	3	4	5
AWARENESS AND SENSITIVITY										
6. I am aware of the effects of sex bias and stereotyping on children. (4)	1	2	3	4	5	1	2	3	4	5
7. My students feel relaxed about mixing with pupils of the other sex. (3)	1	2	3	4	5	1	2	3	4	5
8. I capitalize on opportunities to counteract sex-role stereotyped thinking. (2)	1	2	3	4	5	1	2	3	4	5
9. I try to prevent any latent sex stereotyped thinking from influencing my discipline or evaluation of students. (1)	1	2	3	4	5	1	2	3	4	5
10. I avoid imposing such sex-role expectations of femininity and masculinity on children as "girls love reading and hate math and science," "boys shouldn't cry," or that boys may be loud and noisy while girls learn to control themselves. (5)	1	2	3	4	5	1	2	2	4	5

ASSESSMENT STATEMENTS	WHAT IS:					WHAT SHOULD BE:				
	1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable	1 Almost Always	2 Frequently	3 Occasionally	4 Almost ilever	5 Not Applicable
INSTRUCTION										
11. I believe my classroom conduct encourages my students to respect students of the other sex and be open and honest in their communication. (1)	1	2	3	4	5	1	2	3	4	5
12. I prepare boys and girls for both careers and home responsibilities. (11)	1	2	3	4	5	1	2	3	4	5
13. I use nonsexist language; in other words, I do not refer to all doctors or lawyers as "he," or all nurses or secretaries as "she." (12)	1	2	3	4	5	1	2	3	4	5
14. I give equal attention to boys and girls; I do not show preference for one sex over the other. (12)	1	2	3	4	5	1	2	3	4	5
15. I help students explore all vocational interests, not only those traditionally associated with their sex. (12)	1	2	3	4	5	1	2	3	4	5
CURRICULUM: CONTENT										
16. Where pertinent, the content in all my classes includes a focus on overcoming sex bias and sex role stereotyping. (2)	1	2	3	4	5	1	2	3	4	5
17. Historical, cultural and intellectual contributions of males and females are included as an integral part of my students' curriculum. (3)	1	2	3	4	5	1	2	3	4	5
18. I design curriculum modules which relate to both sexes and which provide ways for both sexes to gain positive identification of self-images. (7)	1	2	3	4	5	1	2	3	4	5
19. I try to help male and female students develop those interpersonal skills and values needed to work and live cooperatively in our society. (2)	1	2	3	4	5	1	2	3	4	5
20. I present information on sex role stereotypes, why stereotyping occurs and how it is maintained. (11)	1	2	3	4	5	1	2	3	4	5

TEACHER SELF-ASSESSMENT IN NONSEXIST EDUCATION

ASSESSMENT STATEMENTS	WHAT IS: 1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable	WHAT SHOULD BE: 1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable
CURRICULUM: RESOURCES										
21. I am familiar with the various nonsexist educational materials available in the school library, public library, media center and other resource centers. (7)	1	2	3	4	5	1	2	3	4	5
22. When ideal materials cannot be found, I have been trained to detect and to teach students to detect both overt and subtle manifestations of sexism. (5)	1	2	3	4	5	1	2	3	4	5
23. I redesign curricular materials to promote a positive set of assumptions about both sexes. (7)	1	2	3	4	5	1	2	3	4	5
24. I have evaluated my textbooks to determine whether they contain fair and appropriate treatment of both sexes. (1)	1	2	3	4	5	1	2	3	4	5
25. I incorporate supplementary nonsexist curricular materials into my classroom curriculum. (4)	1	2	3	4	5	1	2	3	4	5
PARENT/COMMUNITY RELATIONS										
26. I seek the assistance of the community in developing nonsexist education activities. (2)	1	2	3	4	5	1	2	3	4	5
27. I have made efforts to involve parents (of both sexes) in school activities. (1)	1	2	3	4	5	1	2	3	4	5
28. I have attempted to communicate to parents the importance of nonsexist education. (11)	1	2	3	4	5	1	2	3	4	5
29. Parents are supportive of my efforts in the area of nonsexist education. (11)	1	2	3	4	5	1	2	3	4	5
30. I make a conscious effort to invite community people to work with my class(es) to counteract traditional sex roles: female scientists, engineers, dentists and plumbers, or male nurses, secretaries and house-husbands. (5)	1	2	3	4	5	1	2	3	4	5

ASSESSMENT STATEMENTS	WHAT IS: 1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable	WHAT SHOULD BE: 1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable
SCHOOL: LEADERSHIP										
31. My principal regularly works with the teaching staff to help them improve the quality of their instruction in nonsexist education. (6)	1	2	3	4	5	1	2	3	4	5
32. The curriculum supervisors for this school have positive attitudes towards nonsexist education. (11)	1	2	3	4	5	1	2	3	4	5
33. My principal deals directly and openly with women and men. (6)	1	2	3	4	5	1	2	3	4	5
34. My principal attempts to recruit females and males into areas in which they are under-represented. (11)	1	2	3	4	5	1	2	3	4	5
35. My principal provides staff and students with a positive role model in the areas of nonsexist attitudes and behavior. (11)	1	2	3	4	5	1	2	3	4	5
SCHOOL: PARENTS/COMMUNITY										
36. The school provides the community with current information about its nonsexist education programs. (2)	1	2	3	4	5	1	2	3	4	5
37. The community my school serves wants the school to foster and achieve sex equity. (6)	1	2	3	4	5	1	2	3	4	5
38. The school has attempted to learn what barriers keep fathers from being involved in school activities. (8)	1	2	3	4	5	1	2	3	4	5
39. Both mothers and fathers participate significantly in parent organization. (11)	1	2	3	4	5	1	2	3	4	5
40. Members of our staff work cooperatively with the media to ensure positive coverage of nonsexist activities. (11)	1	2	3	4	5	1	2	3	4	5

ASSESSMENT STATEMENTS	WHAT IS: 1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable	WHAT SHOULD BE: 1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable
SCHOOL: STAFF										
41. Staff members do not condone sexual slurs in the form of jokes or other comments. (3)	1	2	3	4	5	1	2	3	4	5
42. Counselors in my school encourage and counsel female students to strive for skills and training which will equip them to compete for well-paying careers in any field. (5)	1	2	3	4	5	1	2	3	4	5
43. My school's counselors clearly convey in their behavior the assumption that both male and female students can achieve significantly. (6)	1	2	3	4	5	1	2	3	4	5
44. The support staff (secretaries, custodial workers, etc.) in my school actively support the school's sex equity efforts. (11)	1	2	3	4	5	1	2	3	4	5
45. Sex equity is clearly understood by the staff to be a high priority goal of my school. (11)	1	2	3	4	5	1	2	3	4	5
SCHOOL: STUDENTS										
46. Boys and girls are equally represented in exceptional education (i.e. special, gifted and learning disabled). (3)	1	2	3	4	5	1	2	3	4	5
47. Grouping, class scheduling and student assignment policies promote interaction between the sexes. (3)	1	2	3	4	5	1	2	3	4	5
48. My students are encouraged to discuss school events and current events which relate to sex equity. (5)	1	2	3	4	5	1	2	3	4	5
49. My school maintains and enforces the same standards of conduct for students of both sexes. (3)	1	2	3	4	5	1	2	3	4	5
50. All school facilities, equipment, and clubs are equally available to all students. (11)	1	2	3	4	5	1	2	3	4	5

ASSESSMENT STATEMENT SOURCES

(1) Winecoff, H. Larry and Eugene W. Kelly, Jr. Integrated Education: A Report on Race and Schools. 39, May-June 1969.

(2) Lantaff, Ronald J. "Perception Scale on Curriculum Desegregation." Kansas State University: Adapted from Evaluation Guidelines For Multicultural/Multiracial Education. National Study of School Evaluation: Falls Church, Virginia, 1973.

(3) Human Relations: A Guide For Leadership Training In The Public Schools. U.S. Department of Justice, Community Relations Service. Washington: U.S. Government Printing Office, 1980.

(4) "Teaching in a Pluralistic Society" Title IV Race Desegregation Project: Wichita, Kansas, 1980.

(5) Checklist: Rate Your School For Racism and Sexism. New York: Council on Interracial Books for Educators, 1977.

(6) Evaluation Guidelines For Multicultural/Multiracial Education. Falls Church, VA: National Study of School Evaluation, 1973.

(7) Boyer, James. "Multi-Cultural Questionnaire For Teachers." College of Education, Kansas State University, 1979.

(8) Forehand, Garlie A. and Marjorie Ragosta, A. A Handbook For Integrated Schooling. Princeton: Educational Testing Service, 1976.

(9) Smith, Amanda. New Pioneers Program, Division of Equal Education, North Carolina Department of Public Instruction, 1978.

(10) Matthews, Martha and McCune, Shirley. Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators. Resource Center on Sex Roles in Education: U.S. Office of Education.

(11) Midwest Race and Sex Desegregation Assistance Center, Kansas State University, 1982.

(12) Tredyffrin/Easttown Project. Women's Educational Equity Program, 1979.

APPENDIX F

TEACHER ASSESSMENT OF MULTICULTURAL, NONSEXIST SCHOOL PRACTICES

TEACHER ASSESSMENT OF MULTICULTURAL, NONSEXIST SCHOOL PRACTICES

INSTRUCTIONS: This questionnaire was designed to help assess your school's multicultural, nonsexist education practices. Your responses to this survey will be anonymous. No other individual will know how you responded to the questionnaire. However, your responses will be grouped with the responses of others and shared with you and other teachers for planning purposes. Please take your time responding and be fair in your answers.

Each statement has two answers which will be recorded separately on the questionnaire. The first answer for each statement is "What Is" and relates to the current conditions at your school; the second answer for each statement is "What Should Be" and relates to what you believe ought to be the situation in your school. It is possible that many of your responses to "What Is" and "What Should Be" may be the same. Responses are limited to the following categories:

Almost Always - 1

Frequently - 2

Occasionally - 3

Almost Never - 4

Not Applicable - 5

THANK YOU FOR YOUR TIME AND COOPERATION IN COMPLETING THIS QUESTIONNAIRE.

TEACHER ASSESSMENT OF MULTICULTURAL, NONSEXIST SCHOOL PRACTICES

ASSESSMENT STATEMENTS	WHAT IS: Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5	WHAT SHOULD BE: Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5
SCHOOL. LEADERSHIP										
1. My principal regularly works with teaching staff to help them improve the quality of their instruction in multicultural, nonsexist education. (6)	1	2	3	4	5	1	2	3	4	5
2. My principal and curriculum supervisors have positive attitudes towards nonsexist education. (7)	1	2	3	4	5	1	2	3	4	5
3. My principal deals directly and openly with women and men. (6)	1	2	3	4	5	1	2	3	4	5
4. My principal attempts to recruit minorities (race and sex) into areas in which they are underrepresented. (11)	1	2	3	4	5	1	2	3	4	5
5. My principal provides staff and students with a positive role model in the areas of nonsexist attitudes and behavior. (11)	1	2	3	4	5	1	2	3	4	5
6. The principal provides staff development opportunities in multicultural, nonsexist education. (11)	1	2	3	4	5	1	2	3	4	5
7. My principal takes leadership in the development of school integration goals and activities. (3)	1	2	3	4	5	1	2	3	4	5
8. My principal deals directly and openly with minority groups. (6)	1	2	3	4	5	1	2	3	4	5
9. My principal provides people of different races with equal opportunity to practice their leadership skills on committees, projects and special assignments. (11)	1	2	3	4	5	1	2	3	4	5
10. My principal promotes educational policies and practices which foster good relations between students of different cultural backgrounds. (11)	1	2	3	4	5	1	2	3	4	5

TEACHER ASSESSMENT OF MULTICULTURAL, NONSEXIST SCHOOL PRACTICES

ASSESSMENT STATEMENTS	WHAT IS: Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5	WHAT SHOULD BE: Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5
SCHOOL: PARENTS/COMMUNITY										
11. The school provides the community with current information about its multicultural, nonsexist education programs. (2)	1	2	3	4	5	1	2	3	4	5
12. The community my school serves wants the school to foster and achieve sex equity. (6)	1	2	3	4	5	1	2	3	4	5
13. Both mothers and fathers participate in parents' organizations. (11)	1	2	3	4	5	1	2	3	4	5
14. Members of our staff work cooperatively with the media to ensure positive coverage of multicultural, nonsexist activities. (11)	1	2	3	4	5	1	2	3	4	5
15. My school seeks the assistance of the community in developing its multicultural education activities. (11)	1	2	3	4	5	1	2	3	4	5
16. My school uses men and women of different races as classroom assistants, occupational speakers and visiting lecturers. (11)	1	2	3	4	5	1	2	3	4	5
17. Efforts are made by my school's staff to make sure that all parents feel welcome and comfortable at the school. (3)	1	2	3	4	5	1	2	3	4	5
18. My school's parent organization has a membership representative of the students' cultural backgrounds. (8)	1	2	3	4	5	1	2	3	4	5
19. My school has attempted to find what barriers keep parents from being involved in school activities. (8)	1	2	3	4	5	1	2	3	4	5
20. The parents and community are interested in promoting multicultural, nonsexist education in my school. (11)	1	2	3	4	5	1	2	3	4	5

TEACHER ASSESSMENT OF MULTICULTURAL, NONSEXIST SCHOOL PRACTICES

ASSESSMENT STATEMENTS	WHAT IS					WHAT SHOULD BE:				
	1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable	1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable
SCHOOL: STAFF										
21. My school's staff members openly recognize sex bias in themselves and students and attempt to overcome them. (3)	1	2	3	4	5	1	2	2	4	5
22. My school's staff continues to carefully review, select and update all textbooks and other instructional media to help eliminate sex and cultural bias. (3)	1	2	3	4	5	1	2	3	4	5
23. Counselors in my school encourage and counsel female students to strive for skills and training which will equip them to compete for well-paying careers in any field. (5)	1	2	3	4	5	1	2	3	4	5
24. My school's counselors clearly convey in their behavior the assumption that both male and female students can achieve significantly. (6)	1	2	3	4	5	1	2	3	4	5
25. The support staff (secretaries, custodial workers, etc.) in my school actively support the school's sex equity efforts. (11)	1	2	3	4	5	1	2	3	4	5
26. Sex equity is clearly understood by the staff to be a high priority goal of my school. (11)	1	2	3	4	5	1	2	3	4	5
27. Faculty try to prevent any prejudiced or stereotyped thinking from unfairly influencing their expectations of students. (11)	1	2	3	4	5	1	2	3	4	5
28. The school's faculty seek financial assistance from community organizations and businesses to promote multicultural activities (i.e. field trips, materials, ethnic study days, etc.). (11)	1	2	3	4	5	1	2	3	4	5
29. People on our staff interact comfortably with colleagues from different races. (11)	1	2	3	4	5	1	2	3	4	5
30. In my school, all staff members, regardless of racial/ethnic background, are free to express their ideas and feelings. (3)	1	2	3	4	5	1	2	3	4	5

TEACHER ASSESSMENT OF MULTICULTURAL, NONSEXIST SCHOOL PRACTICES

ASSESSMENT STATEMENTS	WHAT IS:					WHAT SHOULD BE:				
	Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5	Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5
31. The staff members in my school do not condone racial or ethnic slurs in the form of jokes or other comments. (3)	1	2	3	4	5	1	2	3	4	5
32. My school's staff members openly recognize racial and cultural biases in themselves and students, and attempt to overcome them. (3)	1	2	3	4	5	1	2	3	4	5
33. The staff in my school recognizes the need for natural self-segregation among students at times in the classrooms, extra-curricular activities and leisure periods. (5)	1	2	3	4	5	1	2	3	4	5
34. My school's guidance personnel are sensitive to the problems and needs of minority students, their cultures, and their communities. (2)	1	2	3	4	5	1	2	3	4	5
35. Staff members in my school generally receive equal treatment, regardless of sex or race. (6)	1	2	3	4	5	1	2	3	4	5
SCHOOL: STUDENTS										
36. Boys and girls are equally represented in exceptional education (i.e., special and gifted). (3)	1	2	3	4	5	1	2	3	4	5
37. Grouping, class scheduling and student assignment policies promote interaction between boys and girls of different races. (3)	1	2	3	4	5	1	2	3	4	5
38. Students in my school form sex and race integrated groups in out-of-class situations. (3)	1	2	3	4	5	1	2	3	4	5
39. My students are encouraged to discuss school events and current events which relate to sex equity. (5)	1	2	3	4	5	1	2	3	4	5
40. My school maintains and enforces the same standards of conduct for students of both sexes. (3)	1	2	3	4	5	1	2	3	4	5

ASSESSMENT STATEMENTS	WHAT IS:					WHAT SHOULD BE:				
	1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable	1 Almost Always	2 Frequently	3 Occasionally	4 Almost Never	5 Not Applicable
41. All students, regardless of sex, are encouraged by the school and the individual activity sponsors to participate in any of the extra-class activities available in the school, except contact sports. (6)	1	2	3	4	5	1	2	3	4	5
42. Both male and female students are equally represented as officers of classes, student organizations and academic groups. (6)	1	2	3	4	5	1	2	3	4	5
43. All school facilities, equipment and clubs are equally available to all students. (11)	1	2	3	4	5	1	2	3	4	5
44. The food services department respects the food choices of the multicultural make-up of the school and includes appropriate items on the menu. (3)	1	2	3	4	5	1	2	3	4	5
45. The racial breakdown of students expelled or suspended reflects the racial proportions of the student body. (5)	1	2	3	4	5	1	2	3	4	5
46. All students, regardless of cultural or socio-economic status, are encouraged to participate in any of the extracurricular activities available in my school. (11)	1	2	3	4	5	1	2	3	4	5
47. Participants in my school's various organizations, clubs and athletic programs reflect the racial and cultural composition of the student body. (6)	1	2	3	4	5	1	2	3	4	5
48. Social events in my school are planned and conducted to foster multicultural interaction and education. (6)	1	2	3	4	5	1	2	3	4	5
49. I think that students in my school generally receive equal treatment, regardless of cultural background. (6)	1	2	3	4	5	1	2	3	4	5
50. Students feel comfortable in speaking and dressing in ways that reflect the diverse composition of my school. (3)	1	2	3	4	5	1	2	3	4	5

ASSESSMENT STATEMENT SOURCES

(1) Winecoff, H. Larry and Eugene W. Kelly, Jr. Integrated Education: A Report on Race and Schools. 39, May-June 1969.

(2) Lantaff, Ronald J. "Perception Scale on Curriculum Desegregation." Kansas State University: Adapted from Evaluation Guidelines For Multicultural/Multiracial Education. National Study of School Evaluation: Falls Church, Virginia, 1973.

(3) Human Relations: A Guide For Leadership Training In The Public Schools. U.S. Department of Justice, Community Relations Service. Washington: U. S. Government Printing Office, 1980.

(4) "Teaching in a Pluralistic Society" Title IV Race Desegregation Project: Wichita, Kansas, 1980.

(5) Checklist: Rate Your School For Racism and Sexism. New York: Council on Interracial Books for Educators, 1977.

(6) Evaluation Guidelines For Multicultural/Multiracial Education. Falls Church, Virginia: National Study of School Evaluation, 1973.

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(8) Forehand, Garlie A. and Marjorie A. Ragosta. A Handbook For Integrated Schooling. Princeton: Educational Testing Service, 1976.

(9) Smith, Amanda. New Pioneers Program, Division of Equal Education, North Carolina Department of Public Instruction, 1978.

(10) Matthews, Martha and McCune, Shirley. Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators. Resource Center on Sex Roles in Education: U.S. Office of Education.

(11) Midwest Race and Sex Desegregation Assistance Center, Kansas State University, 1982.

(12) Tredyffrin/Easttown Project. Women's Educational Equity Program, 1979.

APPENDIX G

TEACHER ASSESSMENT OF NONSEXIST SCHOOL PRACTICES

TEACHER ASSESSMENT OF NONSEXIST SCHOOL PRACTICES

INSTRUCTIONS: This questionnaire was designed to help assess your school's nonsexist education practices. Your responses to this survey will be anonymous. No other individual will know how you responded to the instrument. However, your responses will be grouped with the responses of others and shared with you and other teachers for planning purposes. Please take your time responding and be fair in your answers.

Each statement has two answers which will be recorded separately on the questionnaire. The first answer for each statement is "What Is" and relates to the current conditions at your school; the second answer for each statement is "What Should Be" and relates to what you believe ought to be the situation in your school. It is possible that many of your responses to "What Is" and "What Should Be" may be the same. Responses are limited to the following categories.

Almost Always - 1

Frequently - 2

Occasionally - 3

Almost Never - 4

Not Applicable - 5

THANK YOU FOR YOUR TIME AND COOPERATION IN COMPLETING THIS QUESTIONNAIRE.

TEACHER ASSESSMENT OF NONSEXIST SCHOOL PRACTICES

ASSESSMENT STATEMENTS	WHAT IS:					WHAT SHOULD BE:				
	Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5	Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5
SCHOOL: LEADERSHIP										
1. My principal regularly works with the teaching staff to help them improve the quality of their efforts in nonsexist education. (6)	1	2	3	4	5	1	2	3	4	5
2. The curriculum supervisors for this school have positive attitudes towards nonsexist education. (7)	1	2	3	4	5	1	2	3	4	5
3. My principal deals directly and openly with women and men. (6)	1	2	3	4	5	1	2	3	4	5
4. My principal attempts to recruit females and males into areas in which they are under-represented. (11)	1	2	3	4	5	1	2	3	4	5
5. My principal provides staff and students with a positive role model in the areas of non-sexist attitudes and behavior. (11)	1	2	3	4	5	1	2	3	4	5
SCHOOL: PARENTS/COMMUNITY										
6. The school provides the community with current information about its nonsexist education programs. (2)	1	2	3	4	5	1	2	3	4	5
7. The community my school serves wants the school to foster and achieve sex equity. (6)	1	2	3	4	5	1	2	3	4	5
8. The school has attempted to find what barriers keep fathers from being involved in school activities. (8)	1	2	3	4	5	1	2	3	4	5
9. Both mothers and fathers participate significantly in parents' organizations. (11)	1	2	3	4	5	1	2	3	4	5
10. Members of our staff have worked cooperatively with the media to ensure positive coverage of nonsexist education activities. (11)	1	2	3	4	5	1	2	3	4	5

TEACHER ASSESSMENT OF NONSEXIST SCHOOL PRACTICES

ASSESSMENT STATEMENTS	WHAT IS: Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5	WHAT SHOULD BE: Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5
SCHOOL: STAFF										
11. Staff promotions and assignments, curricular and extra-curricular, are handled on the basis of merit rather than considerations based upon sex. (3)	1	2	3	4	5	1	2	3	4	5
12. Staff members do not condone sexual slurs in the form of jokes or other comments. (3)	1	2	3	4	5	1	2	3	4	5
13. My school's staff members openly recognize sex biases in themselves and students and attempt to overcome them. (3)	1	2	3	4	5	1	2	3	4	5
14. I think that most of the staff's efforts toward implementation of a nonsexist curriculum have been successful. (2)	1	2	3	4	5	1	2	3	4	5
15. My school's staff continues to carefully preview, review and update all textbooks and other instructional media to guarantee the elimination of sex bias. (3)	1	2	3	4	5	1	2	3	4	5
16. Counselors in my school are informed on the realities of sex discrimination in employment and in turn they provide such information to all students. (5)	1	2	3	4	5	1	2	3	4	5
17. Counselors in my school encourage and counsel female students to strive for skills and training that will equip them to compete for well-paying careers in any field. (5)	1	2	3	4	5	1	2	3	4	5
18. My school's guidance staff avoids sex role stereotyping in recommending courses and career counseling. (5)	1	2	3	4	5	1	2	3	4	5
19. Staff members in my school generally receive equal treatment, regardless of sex. (6)	1	2	3	4	5	1	2	3	4	5

TEACHER ASSESSMENT OF NONSEXIST SCHOOL PRACTICES

ASSESSMENT STATEMENTS	WHAT IS: Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5	WHAT SHOULD BE: Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5
20. My school's counselors clearly convey in their behavior the assumption that both male and female students can achieve significantly. (6)	1	2	3	4	5	1	2	3	4	5
SCHOOL: STUDENTS										
21. Boys and girls are equally represented in exceptional education (i.e. special and gifted education). (3)	1	2	3	4	5	1	2	3	4	5
22. Grouping, class scheduling and student assignment policies promote interaction between the sexes. (3)	1	2	3	4	5	1	2	3	4	5
23. The number of students expelled or suspended reflects the male/female proportions of the student body. (5)	1	2	3	4	5	1	2	3	4	5
24. Students in my school form sex integrated groups in out-of-classroom situations. (3)	1	2	3	4	5	1	2	3	4	5
25. My school's students are encouraged to discuss school and current events which relate to sex equity. (5)	1	2	3	4	5	1	2	3	4	5
26. My school maintains and enforces the same standards of conduct for students of both sexes. (3)	1	2	3	4	5	1	2	3	4	5
27. Participants in the school's various organizations, clubs and programs generally reflect the male/female composition of the student body. (6)	1	2	3	4	5	1	2	3	4	5
28. I think that students in my school generally receive equal treatment, regardless of sex. (6)	1	2	3	4	5	1	2	3	4	5
29. Students of both sexes are significantly involved in the planning of the school's out-of-class activities. (2)	1	2	3	4	5	1	2	3	4	5
30. All school facilities, equipment, and clubs are equally available to all students. (11)	1	2	3	4	5	1	2	3	4	5

ASSESSMENT STATEMENT SOURCES

(1) Winecoff, H. Larry and Eugene W. Kelly, Jr. Integrated Education: A Report on Race and Schools. 39, May-June 1969.

(2) Lantaff, Ronald J. "Perception Scale on Curriculum Desegregation." Kansas State University: Adapted from Evaluation Guidelines For Multicultural/Multiracial Education. National Study of School Evaluation: Falls Church, Virginia, 1973.

(3) Human Relations: A Guide For Leadership Training In The Public Schools. U.S. Department of Justice, Community Relations Service. Washington: U. S. Government Printing Office, 1980.

(4) "Teaching in a Pluralistic Society" Title IV Race Desegregation Project: Wichita, Kansas, 1980.

(5) Checklist: Rate Your School For Racism and Sexism. New York: Council on Interracial Books for Educators, 1977.

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(7) Boyer, James. "Multi-Cultural Questionnaire For Teachers." College of Education, Kansas State University, 1979.

(8) Forehand, Garlie A. and Marjorie A. Ragosta. A Handbook For Integrated Schooling. Princeton: Educational Testing Service, 1976.

(9) Smith, Amanda. New P[illegible]rs Program, Division of Equal Education, North Carolina Department of Public Instruction, 1978.

(10) Matthews, Martha and McCune, Shirley. Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators. Resource Center on Sex Roles in Education. U.S. Office of Education.

(11) Midwest Race and Sex Desegregation Assistance Center, Kansas State University, 1982.

(12) Tredyffrin/Easttown Project. Women's Educational Equity Program, 1979.

APPENDIX H

TEACHER ASSESSMENT OF MULTICULTURAL SCHOOL PRACTICES

TEACHER ASSESSMENT OF MULTICULTURAL SCHOOL PRACTICES

INSTRUCTIONS: This questionnaire was designed to help assess your school's multicultural education practices. Your responses to this survey will be anonymous. No other individual will know how you responded to the instrument. However, your responses will be grouped with the responses of others and shared with you and other teachers for planning purposes. Please take your time responding and be fair in your answers.

Each statement has two answers which will be recorded separately on the questionnaire. The first answer for each statement is "What Is" and relates to the current conditions at your school; the second answer for each statement is "What Should Be" and relates to what you believe ought to be the situation in your school. It is possible that many of your responses to "What Is" and "What Should Be" may be the same. Responses are limited to the following categories:

Almost Always	-	1
Frequently	-	2
Occasionally	-	3
Almost Never	-	4
Not Applicable	-	5

THANK YOU FOR YOUR TIME AND COOPERATION IN COMPLETING THIS QUESTIONNAIRE.

TEACHER ASSESSMENT OF MULTICULTURAL SCHOOL PRACTICES

ASSESSMENT STATEMENTS	WHAT IS:					WHAT SHOULD BE:				
	Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5	Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5
SCHOOL: LEADERSHIP										
1. My principal regularly works with the teaching staff to help them improve the quality of their efforts in multicultural education. (6)	1	2	3	4	5	1	2	3	4	5
2. My principal deals directly and openly with minority groups. (6)	1	2	3	4	5	1	2	3	4	5
3. My principal promotes good relations between minority and majority faculty members. (6)	1	2	3	4	5	1	2	3	4	5
4. My principal provides people of different races with equal opportunity to practice their leadership skills on committees, projects and special assignments. (11)	1	2	3	4	5	1	2	3	4	5
5. My principal promotes educational policies and and practices which foster good relations between students of different cultural backgrounds. (11)	1	2	3	4	5	1	2	3	4	5
SCHOOL: PARENTS/COMMUNITY										
6. Efforts are made by my school's staff to make sure that all parents feel welcome and comfortable at the school. (3)	1	2	3	4	5	1	2	3	4	5
7. My school provides the community with current information about its multicultural education programs. (2)	1	2	3	4	5	1	2	3	4	5
8. I think the community my school serves wants the school to foster and achieve cultural pluralism. (6)	1	2	3	4	5	1	2	3	4	5
9. My school's parent organization has a membership representative of the students' cultural backgrounds. (8)	1	2	3	4	5	1	2	3	4	5
10. My school has attempted to find what barriers keep parents from being involved in school activities. (8)	1	2	3	4	5	1	2	3	4	5

TEACHER ASSESSMENT OF MULTICULTURAL SCHOOL PRACTICES

ASSESSMENT STATEMENTS	WHAT IS: Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5	WHAT SHOULD BE: Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5
SCHOOL: STAFF										
11. People on our staff interact comfortably with colleagues from different races. (11)	1	2	3	4	5	1	2	3	4	5
12. In my school, all staff members, regardless of racial/ethnic background, are free to express their ideas and feelings. (3)	1	2	3	4	5	1	2	3	4	5
13. Staff promotions and assignments, curricular and extracurricular, are handled on the basis of merit rather than racial or ethnic considerations. (3)	1	2	3	4	5	1	2	3	4	5
14. The staff members in my school do not condone racial or ethnic slurs in the form of jokes or other comments. (3)	1	2	3	4	5	1	2	3	4	5
15. The staff in my school recognizes the need for natural self-segregation among students at times in classrooms, extra-curricular activities and leisure periods. (5)	1	2	3	4	5	1	2	3	4	5
16. I think that most of the staff's efforts toward implementation of a multicultural curriculum at my school have been successful. (2)	1	2	3	4	5	1	2	3	4	5
17. My school's staff continues to carefully preview, review and update all textbooks and other instructional media to guarantee the elimination of cultural bias. (3)	1	2	3	4	5	1	2	3	4	5
18. Staff members in my school generally receive equal treatment, regardless of race. (6)	1	2	3	4	5	1	2	3	4	5
19. My school's counselors clearly convey in their behavior the assumption that all students can achieve significantly. (6)	1	2	3	4	5	1	2	3	4	5
20. My school's guidance services are consciously provided with a sensitivity to the problems and needs of minority students, their cultures and their communities. (2)	1	2	3	4	5	1	2	3	4	5

TEACHER ASSESSMENT OF MULTICULTURAL SCHOOL PRACTICES

ASSESSMENT STATEMENTS	WHAT IS: Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5	WHAT SHOULD BE: Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Not Applicable 5
SCHOOL: STUDENTS										
21. Students in my school from one cultural group are comfortable with students of other racial/ethnic groups. (3)	1	2	3	4	5	1	2	3	4	5
22. Grouping, class scheduling and student assignment policies promote multicultural interaction. (3)	1	2	3	4	5	1	2	3	4	5
23. The racial breakdown of students expelled or suspended reflects the racial proportions of the student body. (5)	1	2	3	4	5	1	2	3	4	5
24. Students in my school form groups in out-of-class situations that reflect the cultural backgrounds of the students. (3)	1	2	3	4	5	1	2	3	4	5
25. My school maintains the same standards of conduct for all students. (3)	1	2	3	4	5	1	2	3	4	5
26. Participants in my school's various organizations, clubs and athletic programs reflect the racial and cultural composition of the student body. (6)	1	2	3	4	5	1	2	3	4	5
27. Social events in my school are planned and conducted to foster multicultural interaction and education. (6)	1	2	3	4	5	1	2	3	4	5
28. Minority students serve as officers of classes, student organizations and academic groups on more than a token basis. (6)	1	2	3	4	5	1	2	3	4	5
29. I think that students in my school generally receive equal treatment, regardless of cultural background. (6)	1	2	3	4	5	1	2	3	4	5
30. Exceptional classes, including special and gifted education, reflect the diverse composition of my school. (3)	1	2	3	4	5	1	2	3	4	5

ASSESSMENT STATEMENT SOURCES

(1) Winecoff, H. Larry and Eugene W. Kelly, Jr. Integrated Education: A Report on Race and Schools. 39, May-June 1969.

(2) Lantaff, Ronald J. "Perception Scale on Curriculum Desegregation." Kansas State University: Adapted from Evaluation Guidelines For Multicultural/Multiracial Education. National Study of School Evaluation: Falls Church, Virginia, 1973.

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(9) Smith, Amanda. New Pioneers Program, Division of Equal Education, North Carolina Department of Public Instruction, 1978.

(10) Matthews, Martha and McCune, Shirley. Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators. Resource Center on Sex Roles in Education: U.S. Office of Education.

(11) Midwest Race and Sex Desegregation Assistance Center, Kansas State University, 1982.

(12) Tredyffrin/Easttown Project. Women's Educational Equity Program, 1979.